DOCUMENT RESUME

ED 452 100 SO 029 478

AUTHOR	Ruggieri-Vande Putte, Katherine
TITLE	Our Town: A Community Simulation of Contemporary Issues.
ISBN	ISBN-1-56976-011-X
PUB DATE	1995-00-00
NOTE	137p.; Cover page varies.
AVAILABLE FROM	Zephyr Press, P.O. Box 66006, Tucson, AZ 85728-6006; Tel: 800-232-2187 (Toll Free); Fax: 520-323-9402; e-mail: zephyrpress@zephyrpress.com; Web site: http://www.zephyrpress.com.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Community Cooperation; *Community Involvement; *Cooperative Learning; Elementary Education; *Simulation; Skill Development
IDENTIFIERS	Interactive Model

ABSTRACT

Intended for use in grades 2-6, this workbook uses an interactive simulation that teaches community cooperation skills. The unit is designed so that jobs, responsibilities, and requirements can be added or modified to provide a comfortable fit for every classroom. Students define their local community, identify local community workers, understand the roles of specific community workers, participate in creating a classroom community, develop an understanding of community interactions, make decisions through democratic processes, develop an understanding of business interactions, apply for a job, earn a weekly wage and budget for personal expenses, experience the responsibilities of employment, utilize business facilities, maintain land and home, and experience benefits and responsibilities of community life. The workbook is divided into two parts: "Part 1: Preparing for Our Town" ("Introduction to 'Our Town'"; "Scheduling the Unit"; "Teacher Tips for Using the Materials"; and "Activities and Extensions") and "Part 2: Implementing Our Town" ("Reproducible Forms and Activity Work Sheets"; "Reproducible Money and Related Financial Forms"; "Reproducible Cards for Activities"; "Reproducible Job Information Sheets"; "Reproducible Employment Ads"; and "Rules To Post"). (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 452 100

Our Town: A Community Simulation of Contemporary Issues.

Ruggieri-Vande Putte, Katherine

SO 029 478

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

A Myers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

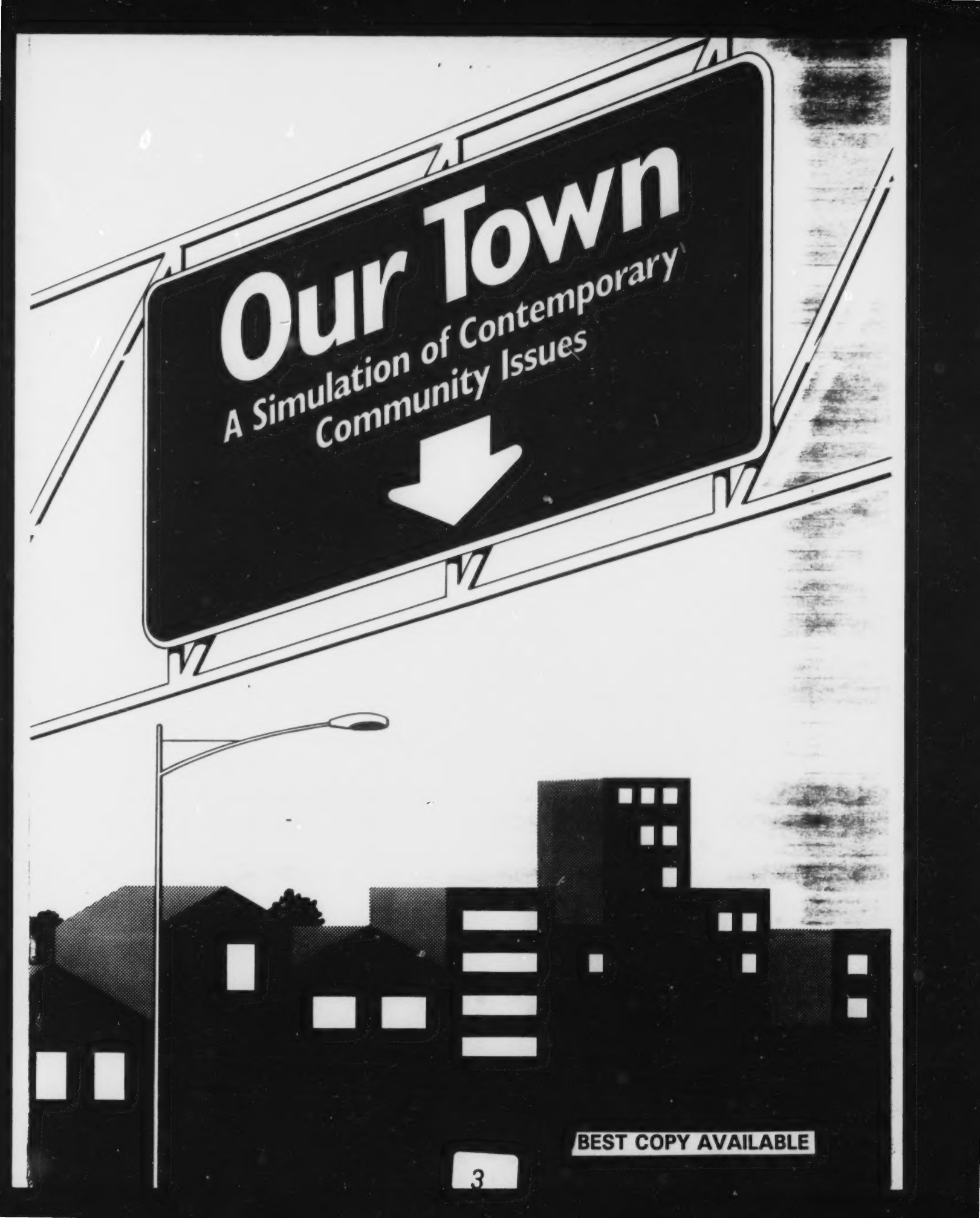
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE



BEST COPY AVAILABLE

Our Town

A Community Simulation of Contemporary Issues

Katherine Ruggieri-Vande Putte

Tucson, Arizona

Our Town
A Community Simulation of Contemporary Issues

Grades 2–6

© 1995 by Zephyr Press
Printed in the United States of America

ISBN 1-56976-011-X

Editors: Stacey Lynn and Stacey Shropshire
Cover design: David Fischer
Design: Dan Miedaner
Typesetting: Casa Cold Type, Inc.

Zephyr Press
P.O. Box 66006
Tucson, Arizona 85728-6006

All rights reserved. The purchase of this book entitles the individual teacher to reproduce the forms for use in the classroom. The reproduction of any part for an entire school or school system or for commercial use is strictly prohibited. No form of this work may be reproduced, transmitted, or recorded without written permission from the publisher.

Library of Congress Cataloging-in-Publication Data

Ruggieri-Vande Putte, Katherine, 1956-
Our town : a community simulation of contemporary issues / Katherine Ruggieri-Vande Putte.
p. cm.
ISBN 1-56976-011-X
1. Simulation games in education. 2. Community life—Study and teaching (Elementary)—Simulation methods. 3. Education. Elementary—Activity programs. I. Title.
LB1029.S63P88 1995
371.3'97—dc20 94-42940
CIP

Contents

Part 1: Preparing for Our Town

Section 1: Introduction to *Our Town* 3

Purpose 3

Objectives 3

Ready 4

- Format 4
- History 5
- Materials 6

Set 7

- Classroom Set-Up 7
- Alternatives to Large Tables 8
- Materials for Kits 9

Go 11

- Introducing *Our Town* 11
- Making the Rules 12
- Practical Suggestions 15
- Pitfalls to Avoid 15

Section 2: Scheduling the Unit 19

Unit Options 19

- One-Week Unit 20
- Four-Week Unit 21
- Five-Week Unit 22
- Six-Week Unit 24

Scheduling Charts 27

- A: Week 1, Introduction 28
- B: Week 2, Getting Started 29
- C: Weeks 3–5 30
- D: Week 6 31

Section 3: Teacher Tips for Using the Materials 33

High Impact vs. Low Impact Program 33

Blooming in Our Town 33

Weekly Responsibilities 34

Building Houses 34

- House-Building Kit 34
- House Codes 34
- House Plans 35
- Materials from Home 35
- Building at Home 35

Using the Cards 36

- Who Am I? Cards 36
- Identification Cards 36

What If? Cards 36
Asset Cards 37
Hardware/Food/Animal Feed Cards 37
Work Sheets 37
Passport 37
Next Time 37
Complaint Form 38
Jobs in Our Town 38
Job Announcements 38
Weekly Wages 39
Job Application 40
Job Information Sheets 40
Money 41
Our Town Money 41
Bank Account Work Sheet 41
Interest Rates 41
Loan Report 41
Deposit/Withdrawal Slips 42
Asset List 42
Money Matters 42

Section 4: Activities and Extensions 43
Blooming in Our Town 43
Knowledge 43
Comprehension 43
Application 44
Analysis 44
Synthesis 45
Evaluation 45
Choosing a Name and Creating a Logo 46
Choosing a Name 46
Creating a Logo 47
What's My Logo? 48
Logo Learner 48
Logo Maker 48
Reproducibles for Logo Activities 50
Extension Activities 52
Our Town for Younger and Older Students 52
Multicultural Focus 54
Low Impact 54
High Impact 54
Electing a Mayor and Council 55
Adding a Family 56
Weather in Our Town 57
Debate Cards 58
Additional Issues 60

Part 2: Implementing Our Town

Section 5: Reproducible Forms and Activity Work Sheets 65
Letter to Parents or Guardians 66
Box Labels 67
Passport 70
Job Application 71
House Plan Form 72
Complaint Form 73
Market Survey 74
Student Report Form 75
Pyramid Productions Letter 76
Next Time Worksheet 77

Section 6: Reproducible Money and Related Financial Forms 79
Money Matters 80
Money 81
Worth of Assets 85
Family Budget Comparison Sheet 86
Bank Account Work Sheet 87
Deposit/Withdrawal Slips 88
Loan Report 90
Interest Rates 91

Section 7: Reproducible Cards for Activities 93
Identification Cards 94
Who Am I? Cards 96
What If? Cards 98
Food Cards 100
Hardware Cards 101
Animal Feed Cards 102
Asset Cards 103
Family Cards 104
Debate Cards 105

Section 8: Reproducible Job Information Sheets 113
Hardware Store 114
Bank 115
Road Crew 116
Newspaper 117
Grocery Store 118
Pet and Feed Store 119

Section 9: Reproducible Employment Ads 121
Feed Store Manager 122
Road Crew Boss 123
Hardware Store Manager 124
Newspaper Editor 125
Grocery Store Manager 126
Banker 127

Section 10: Rules to Post 129
Brainstorming 130
Filing a Complaint 131
Hiring and Firing 132
House Capacity 133
Lost and Found 134
House Codes 135
Weekly Citizen Responsibilities 136

9

Part 1

Preparing for *Our Town*

1

Introduction to *Our Town*

Purpose

Our Town: A Community Simulation of Contemporary Issues is designed to provide all necessary information for a complete unit. Copy-ready materials and detailed information make it easy to create a community in your classroom. The simulation is designed for students ages 7 through 12. The unit is designed so that jobs, responsibilities, and requirements can be added or modified to provide a comfortable fit for every classroom. The extension activities in section 4 will help you further tailor the unit.

Objectives

Our Town is designed to enable students to

- define their local community
- identify local community workers
- understand the roles of specific community workers
- participate in creating a classroom community
- develop an understanding of community interactions
- make decisions through democratic processes

- develop an understanding of business interactions
- apply for a job
- earn a weekly wage and budget for personal expenses
- experience the responsibilities of employment
- utilize business facilities
- maintain land and home
- experience benefits and responsibilities of community life

Ready

Format

Our Town is an interactive community simulation. Students explore the concept of community from an introductory level through an evaluation process. Students discover community helpers by focusing on their own communities. In creating a community in their classroom, students experience the roles and responsibilities of community members. *Our Town* provides an opportunity for students to earn a living, buy groceries and hardware supplies, use a bank account, and make decisions involving their homes and personal finances. Students will experience the community's impact on them as individuals as they pay taxes and transportation fees. Students will be challenged to work as a community to make decisions about parks, roads, bridges, and other community issues.

This manual is divided into two parts. Part 1, Preparing for *Our Town*, includes sections 1 through 4. Part 2, Implementing *Our Town*, includes sections 5 through 10. The sections provide the following information:

- **Section 1** provides basic introductory information for the teacher.
- **Section 2** contains specific advice for scheduling the unit.

- **Section 3** contains advice for using the materials provided.
- **Section 4** contains an outline of the different activities and ideas you can incorporate to tailor the *Our Town* unit to fit your needs.
- **Section 5** contains the reproducible forms and activity work sheets.
- **Section 6** contains the reproducible money and related financial forms.
- **Section 7** contains the reproducible cards for the activities.
- **Section 8** contains the reproducible job information sheets.
- **Section 9** contains the reproducible employment advertisements.
- **Section 10** contains rules to post.

History

Our Town was born in a small logging community in western Washington. In its early days it was many notes on scraps of paper.

The project was originally conceived as a multigrade social studies unit on communities. In its original form, the simulation accommodated students ages 6 through 12. Younger students spent their time creating their homes and caring for their land while older students wrote reports on the community's climate, agriculture, and industries. (See sections on using the simulation with younger or older students for more information.) *Our Town* has since been modernized and become a thriving community with retail stores, a bank, and the comforts of modern buildings and roads.

Materials

This book is designed to provide you with all necessary information to set up a community in your classroom. The book provides all the forms, applications, and information sheets that you will need. An extension section provides additional ideas. You will need to provide some materials to make the unit more realistic and enjoyable for your students. Materials you need to provide are likely available at your school site or at a local store. A list of these follows:

- A large table
- Brown or green butcher paper to cover table
- 8½-x-11-inch construction paper or railroad board for land plots, one sheet per student
- 12-x-24-x-4-inch boxes for businesses (box lids work well)
- Gallon-size sealable plastic bags, one per student
- 8½-x-11-inch construction paper, 2 packages each of brown, green, purple, and pink
- 11-x-17-inch construction paper, 4 colors (your choice), 3 sheets each color
- 10-x-12-inch railroad board, 2 per student plus 8 extra
- Clear plastic (laminating film works well; have your lamination center save scraps trimmed from laminated posters)
- Masking tape, 3 rolls
- Cellophane tape, 3 rolls
- Glue, 6 bottles and 6 sticks
- Correction liquid, 2 bottles
- Magazines containing pictures of food
- Legal-size envelopes, 1 per student plus extras
- Plastic farm animals, 2 dozen or more
- Modeling clay, 1 or 2 boxes
- Small, plastic, resealable bags, 2 dozen or more
- Cereal (1 box of O-shaped cereal works well)
- Plastic drinking straws, 50 (ask a fast food outlet to donate)
- Spool of black thread, 1
- Scissors, pencils, black pens, writing tablets, clipboards, calculators, rulers, 1 dozen of each
- 3-x-5-inch index cards, 1 per student
- Tag board sentence strips for roads, 10 to 15

Set

As you begin setting up your classroom for this unit, keep in mind your own space limitations and let them be your guide. It is possible to create a simulation using student desks, several small tables, or pieces of cardboard. The following description is based on using one large table. For alternatives, please see the extension section. (If you are presenting *Our Town* as a one-week introductory unit, you do not need to prepare a table.)

Materials for initial set-up of *Our Town:*

- One large table
- Brown or green butcher paper to cover table
- Blue butcher paper for river
- Construction paper or railroad board land plots
- Tape
- Glue
- Shoebox (lost and found)

Classroom Set-Up

Table—Place the table in an area where there is space for students to walk around it completely. Determine where the table can be placed without causing a distraction to daily classwork. Cover the table with either brown or green butcher paper, securing it underneath the table with masking tape. Encourage students not to touch *Our Town* structures during non-*Our Town* time.

River—Cut a river out of blue butcher paper. Place the river so that it flows from one side of the table to either end. (Avoid placing the river from top to bottom of the table. This configuration tends to encourage a feeling of division rather than community.) Cut the river no more than half the width of the land plots, and include slight bends and turns. Glue the river in place.

Land Plots—Cut land plots out of railroad board or construction paper. Make one land plot for each student. The size of the land plots should be determined by the size of the table and the number of students. The shapes of the land plots can vary. Number the land plots, place them randomly on the table, and glue them to the butcher paper. Be sure to allow room between plots for roads.

Lost-and-Found Box—Create a lost-and-found box. This box will get a lot of use. Put any items found (money, house parts, animals) in this box with the name of the person who found it and the date it was found. Any item that has not been claimed after three *Our Town* days becomes the property of the person who found it.

Alternatives to Large Tables

If you do not have a large table, you can use small tables, student desks, or even a large piece of cardboard.

Small Tables—If you are using small tables, you will probably need three or four, depending on their size. Cover each table with brown or green butcher paper, securing it underneath with tape. Position the tables in a straight line or in an L or a U shape. Make sure there is enough room for students to walk around the tables and work comfortably. Place the river so that it flows over all of the tables. Position the land plots randomly, gluing them to the covered tables. Proceed as you would if you were using a large table.

Student Desks—If you are using student desks, have students display their land plots on their desks during your *Our Town* time blocks. (Be sure you have storage for land plots during non–*Our Town* time.) Make the land plots the width of the desk, so you can include roads, but not as long as the desk or you will have storage problems. Half of the desk should be ample space for students to build houses that meet the house code. Have students glue their houses directly to their land plots. Place the desks in such a way that they connect, forming a U-shape. Have students position their land plots at the top edges of their desks so that they can place them in that same spot the next day. Create a floor bridge between desks to complete the connection. The floor bridge can be a piece of masking tape, paper, or material placed on the floor to allow students easy road access to all land plots. Be sure your bridge lies flat to avoid tripping. Have the road crew position and glue road sections on each student's land plot so that when the desks are in formation the roads connect.

Cardboard—If you are unable to use small tables or student desks, a large piece of heavy cardboard will work. (Be sure you have storage for the cardboard during non–*Our Town* time.) Try to place the cardboard on something so that it will be the same height as a table. Having students work at floor level makes *Our Town* seem more like a game than a working community. Position the land plots randomly, gluing them to the cardboard, and proceed as you would if you were using a large table.

Materials for Kits

You will need to prepare several bags and boxes of materials beforehand for students to use as they build their community. Large, plastic, resealable food storage bags work well for the house-building kits. You'll need to have one of these for each student. For the businesses, use a box for each set of supplies.

House-Building Kit

Two 10-x-12-inch pieces of railroad board (house)

One 10-x-3-inch piece of brown construction paper (house, fences, trees)

One 10-x-3-inch piece of green construction paper (trees, shrubs)

Two 4-x-4-inch pieces of purple and pink construction paper (flowers, shrubs)

One 10-x-1-inch strip of clear plastic (windows)

One 10-inch piece of masking tape (put on bag or given to student on request)

One 10-inch piece of cellophane tape (put on bag or given to student on request)

One paint pass (index card with the words *Paint Pass* printed on it; can be used to rent paint and paint brush for a day)

Supplies for Business Boxes—See the reproducible part of this book for some of the supplies you'll need. Cards are in section 7 (pp. 93–112). Money and related financial forms are found in section 6 (pp. 79–91). The job information sheets are in section 8 (pp. 113–20).

Hardware Store Box

Eight 10-x-12-inch pieces of tagboard

Eight pieces of construction paper (various colors)

Twenty small squares of construction paper

One hundred hardware cards

One roll of masking tape

One roll of cellophane tape

Four bottles of glue

Four glue sticks

Information sheet

Grocery Store Box

Twelve 11-x-17-inch pieces of construction paper (4 colors, 3 sheets of each color)

Two glue sticks

Two hundred grocery cards

Scissors (one pair for each worker)

Magazines containing pictures of food

Information sheet

Newspaper Box

Pencils for each worker (1 or more)

Black pens (1 or more for each worker)

Writing tablets (1 for each worker)

Clipboards (1 for each worker)

Correction liquid

White paper for final copy

Information sheet

Bank Box

Money

Legal-size envelopes (one per student)

One writing tablet

Withdrawal slips

Deposit slips

Balance sheets

Calculators (1 for each worker)

Sharpened pencils (for each worker)

Information sheet

Pet and Feed Store Box

Plastic farm animals

One writing tablet

Pens

Pet food cards

Cereal (to be sold as pet food)

Small, plastic, resealable bags (to package pet food)

Information sheet

Road Crew

Fifty plastic drinking straws (ask a fast food outlet to donate)

Ten pieces of sentence strips for roads

One or two boxes of modeling clay

One spool of thread

Two bottles of glue

One ruler for each worker and one pair scissors for each worker

Information sheet

Go

Introducing *Our Town*

As you begin planning for *Our Town* in your classroom, you can set the stage by encouraging your students to view themselves as a school family. In your classroom you work and play as a unit, with each member contributing something. Help your students to recognize the strengths and weaknesses within your classroom dynamics. As students observe the interactive nature of the classroom they become more able to visualize the classroom as a community.

Based on their own positive and negative experiences, your students will have varying ideas of what the word *community* means. As students' ideas emerge, you will be able to evaluate the time needed to create a positive community concept. Students may want to have their parents be part of the activity. Depending on your schedule, you may ask several parents to come in and talk to the class about their jobs or their views of the community in which you live. (See extension activities for letters to parents.) Be sure to include self-employed parents and parents who don't work outside the home in your activities.

As you introduce the idea of a classroom community, help your students recognize the necessary limitations. Help them develop an awareness of the necessity of a standard house size and of limited job opportunities. It is important that your students do not interpret this to mean that everyone should live in the same size house and that only the jobs in this unit have value.

Spend time discussing with your students what makes an effective leader or boss. This might be a question that you will want your parent speakers to discuss. It is important as you develop your classroom community that everyone maintains a feeling of his or her importance to the community.

Discussing your classroom community offers an opportunity to reassert the importance of good learning behavior. Students will have the opportunity to see why and where good penmanship is important (job applications), how math applies to life (money management), why communication is essential (employee relations), and why being responsible has its rewards (staying out of debt).

Making the Rules

Be sure that all rules or codes are clearly posted where students can see them (see section 10).

Teacher-Initiated Rules

- Be sure to discuss the idea of brainstorming and the rules that must be followed: All ideas are heard, and no ideas are criticized.
- Decide on a margin of error, if any, that you will tolerate on house codes.
- Discuss the steps to file a complaint:
  1. Discuss the problem with the person involved.
  2. Allow appropriate time for change.
  3. Complete a complaint form and discuss with the teacher.

- Discuss hiring and firing.
  1. No employer shall fire an employee without first filing a complaint properly.
  2. An employer shall file two complaints before putting an employee on two-day probation. When the two-day probation is complete, the employer and the teacher shall make a recommendation.
  3. Once an employee is fired, she or he may not be rehired by the same employer.
  4. An employer may hire a worker who becomes available through termination of employment by another employer.
  5. The employer must pay the employee the same rate that all employees in the business are paid.
- Discuss house capacity. No two individuals may share the same land plot or house.
- Discuss the lost-and-found policy.
  1. Any item found, no matter how small, must be turned in to the teacher.
  2. Any item that is in the town but not on someone's property shall be considered a found item.
  3. When a found item is turned in, it shall be marked with the name of the person who found it and the date that it was found. It shall be placed in the lost-and-found box by the teacher.
  4. If a found item is not retrieved in three *Our Town* days, it shall become the possession of the person who found it.
  5. If someone loses an item, she or he should give the teacher a description of the item. The teacher will then check the lost-and-found box. If the item is there, it shall be returned to the person who lost it.
  6. Students shall not have direct access to the lost-and-found box.

- Discuss independent businesses.
  1. Anyone wanting to open an independent business must first conduct a market survey. (See section 5 for market survey.)
  2. Independent businesses are responsible for buying all of their own materials. Materials may be purchased from *Our Town* stores or the teacher.
  3. If materials are brought from home, an import tax must be paid to the teacher. **Note:** The teacher should tax materials according to their expected resale value.

Student-Initiated Rules—As issues arise, students will see the need for new rules and regulations. *Our Town* is not designed to employ law enforcement agents. Students must develop their own governing rules. (See section 4 for ideas on elections and town meetings.)

Some classroom communities will need very few rules. If this is the case in your classroom, allow yourself to feel comfortable with this type of structure. Other classrooms will need to govern everything that is done in their town. Allow your students to explore this need for rules and the consequences, positive and negative, of making few or many rules.

If your classroom becomes bogged down in rules, it may be helpful to have your students develop a mission statement. This statement would allow them to work toward a goal in the establishment of their rules without being overwhelmed with their newfound power.

Practical Suggestions

- Present *Our Town* at a time of year when enthusiasm needs a boost.
- Do only as much as you can. Delegate or drop the rest.
- Be enthusiastic! Have fun!

- When you discuss community helpers, have students dress as the various helpers.
- Plan ahead so you know where you're going.
- Have extra money so you don't run out.
- Color code money; change the colors from year to year.
- Coordinate with another teacher so that you will both be presenting *Our Town* at the same time. You can share ideas and preparation of materials.
- If you have hallway bulletin board space, create a road (or entry) to Our Town.
- Do not let students borrow materials from the classroom that are not *Our Town* materials. Do allow them to use *Our Town* money to rent or buy such materials (rulers, colored pencils, for example).

Pitfalls to Avoid

AVOID allowing students to bring in their own house-building materials

BECAUSE this tends to complicate the building process by involving home factors such as material availability. (See Teacher Tips, pp. 34–36).

AVOID allowing students to build houses at home

BECAUSE this tends to complicate the building process by involving home factors such as parent input. (See Teacher Tips, pp. 34–36 for alternative suggestions.)

AVOID allowing students to trade jobs

BECAUSE students may take their work less seriously if they think trading jobs is an option.

AVOID making land plots too large or too close together

BECAUSE it is important to maintain open spaces around the houses for roads, parks, and other facilities.

AVOID allowing students to share homes

BECAUSE this would lessen each individual's personal responsibility and create a financial advantage.

AVOID allowing students to pay employees late or with IOUs

BECAUSE it is bad business and sets a poor example.

AVOID allowing students access to lost-and-found box

BECAUSE it may create unnecessary temptations for students.

AVOID giving employers the independent authority to fire an employee

BECAUSE employers should be focusing on working together through negotiation and not on being in power.

AVOID allowing students to start independent businesses without first doing market surveys to see if their products will sell

BECAUSE their businesses could fail and compromise their success in *Our Town* unnecessarily. Also, market surveys are sensible and realistic business practice.

AVOID having students remain unemployed for more than a day or so

BECAUSE it is essential that they earn money in order to survive in *Our Town*. Also, they will be bored without a job.

AVOID letting students borrow money from other students

BECAUSE it takes away from the business atmosphere and may unnecessarily strain personal relationships.

AVOID having students bring materials from home to sell

BECAUSE unless they sell these items as an independent business, on which profits they will be taxed, they could gain an unfair advantage.
(See Teacher Tips, pp. 41–42.)

2

Scheduling the Unit

Our Town is designed to offer maximum flexibility for scheduling. Units may take from one week to six weeks. Schedule three or four days a week to work on *Our Town*. Schedule at least forty-five minutes and no more than seventy-five minutes for *Our Town* work on these days.

Unit Options

One-Week Unit: This unit presents an introduction to the concept of community. See schedule A: An Introduction (1 week).

Four-Week Unit: This unit presents activities for students who already have an understanding of community and community workers. See schedule B: Getting Started (1 week) and schedule C: Business as Usual (3 weeks).

Five-Week Unit: This unit presents an introduction to community and community workers that create Our Town in the classroom, including one day of evaluation activities. See schedule A: An Introduction (1 week); schedule B: Getting Started (1 week); and schedule C: Business as Usual (3 weeks).

Six-Week Unit: This unit presents *Our Town* through a one-week introduction, four weeks of classroom activity, and one week of evaluation. See schedule A: An Introduction (1 week); schedule B: Getting Started (1 week); schedule C: Business as Usual (3 weeks); and schedule D: Evaluation (1 week).

One-Week Unit

This unit presents an introduction to the concept of community. For this unit use schedule A.

Focus Topics

- Defining community
- Community workers
- Action/Reaction
- House design/building

Interactive Modes

- Class discussion
- Small-group discussion
- Individual presentation

Materials

- Drawing paper
- Crayons, markers
- List of community workers
- Who Am I? cards
- Butcher paper
- Identification cards
- Land plots
- House-building kits
- Glue
- Cellophane tape

Activity Checklist for One-Week Unit

- ❑ define community
- ❑ brainstorm community needs
- ❑ draw a picture of something in the community
- ❑ map own community
- ❑ brainstorm a list of community workers
- ❑ draw a picture of a community worker
- ❑ pantomime the activities of various community workers or play a game with worker cards
- ❑ draw a mural of community workers
- ❑ obtain speakers (optional)
- ❑ debate community growth vs. needs
- ❑ tour community businesses (optional)
- ❑ build houses

Four-Week Unit

This unit presents activities for students who already have an understanding of community and community workers. For this unit use schedules B and C.

Focus Topics

- Job descriptions
- Applying for a job
- Managing money
- Running a business
- Building a home
- Being an employer
- Being an employee
- Buying supplies
- Paying bills
- Work day
- Assets
- Money matters

Interactive Modes

- Class discussion
- Small-group discussion
- Individual presentation

Materials

- Passport
- Job description posters
- Job applications
- Transparency of job applications
- Money
- Land plots
- Glue
- Cellophane tape
- House plan form
- House-building kits
- Business boxes
- Business box labels
- Business box supplies
- Asset list
- Money Matters work sheet

Activity Checklist for Four-Week Unit

- ❑ obtain speakers (optional)
- ❑ debate community growth vs. needs
- ❑ tour community businesses (optional)
- ❑ complete passports
- ❑ introduce jobs
- ❑ discuss and review job applications
- ❑ collect job applications
- ❑ pick land plot numbers
- ❑ give citizens money ($1,000 each)
- ❑ discuss wages and responsibilities
- ❑ sell house-building kits
- ❑ hire employees
- ❑ meet with bosses
- ❑ have bosses meet with workers
- ❑ prepare businesses for opening
- ❑ open businesses
- ❑ meet house code deadlines
- ❑ review assets list
- ❑ discuss Money Matters work sheet

Five-Week Unit

This unit presents an introduction to community and community workers, then creates Our Town in the classroom, including one day of evaluation activities. For this unit use schedules A, B, and C.

Focus Topics

- Community definition
- Community workers
- Action/Reaction
- House design/building
- Definitions
- Job descriptions
- Applying for a job
- Managing money
- Running a business
- Building a home
- Being an employer
- Being an employee
- Buying supplies
- Paying bills
- Work day
- Assets
- Money matters
- Next time

Interactive Modes

- Class discussion
- Small-group discussion
- Individual presentation

Materials

- Drawing paper
- Crayons, markers
- List of community workers
- Who Am I? cards
- Butcher paper
- Identification cards
- Passport
- Job description posters
- Job applications
- Transparency of job applications
- Money
- Land plots
- Glue
- Cellophane tape
- House plan form
- House-building kits
- Business boxes
- Business box labels
- Business box supplies
- Asset list
- Money Matters work sheet
- Next Time work sheet

Activity Checklist for Five-Week Unit

- ❑ define community
- ❑ brainstorm community needs
- ❑ draw a picture of something in community
- ❑ map own community
- ❑ brainstorm community workers
- ❑ draw a picture of a community worker
- ❑ pantomime the activities of various community workers or play a game with worker cards
- ❑ draw a mural of various community workers
- ❑ obtain speakers (optional)
- ❑ debate community growth vs. needs
- ❑ tour community businesses (optional)
- ❑ draw a community
- ❑ complete passports
- ❑ introduce jobs
- ❑ discuss and review job applications
- ❑ collect job applications
- ❑ pick land plot numbers
- ❑ give citizens money ($1,000 each)
- ❑ discuss wages and responsibilities
- ❑ sell house-building kits
- ❑ hire employees
- ❑ meet with bosses
- ❑ have bosses meet with workers
- ❑ prepare businesses for opening
- ❑ open businesses
- ❑ meet house code deadline
- ❑ review assets list
- ❑ discuss Money Matters work sheet
- ❑ complete Next Time work sheet

Six-Week Unit

This unit presents *Our Town* through a one-week introduction, four weeks of classroom activity, and a one-week evaluation. For this unit use schedules A, B, C, and D.

Focus Topics

- Community definition
- Community workers
- Action/Reaction
- House design/building
- Definitions
- Job descriptions
- Applying for a job
- Managing money
- Running a business
- Building a home
- Being an employer
- Being an employee
- Buying supplies
- Paying bills
- Work day
- Assets
- Money matters
- Next time
- What If?
- My Life in *Our Town*
- Advertising in *Our Town*
- Closure

Interactive Modes

- Class discussion
- Small-group discussion
- Individual presentation
- Large-group discussion

Materials

- Drawing paper
- Crayons, markers
- List of community workers
- Who Am I? cards
- Butcher paper
- Identification cards
- Passport
- Job description posters
- Job applications
- Transparency of job applications
- Money
- Land plots
- Glue
- Cellophane tape
- House plan form
- House-building kits
- Business boxes
- Business box labels
- Business box supplies
- Asset list
- Money Matters work sheet
- Next Time work sheet
- What If? cards
- Writing paper
- Poster board
- Markers

Activity Checklist for Six-Week Unit

- ❑ define community
- ❑ brainstorm community needs
- ❑ draw a picture of something in the community
- ❑ map own community
- ❑ brainstorm community workers
- ❑ draw a picture of a community worker
- ❑ pantomime the activities of various community workers or play a game with worker cards
- ❑ draw a mural of community workers
- ❑ obtain speakers (optional)
- ❑ debate community growth vs. needs
- ❑ tour community businesses (optional)
- ❑ complete passports
- ❑ introduce jobs
- ❑ discuss and review job applications
- ❑ collect job applications
- ❑ pick land plot numbers
- ❑ give citizens money ($1,000 each)
- ❑ discuss wages and responsibilities
- ❑ sell house-building kits
- ❑ hire employees
- ❑ meet with bosses
- ❑ have bosses meet with workers
- ❑ prepare businesses for opening
- ❑ open businesses
- ❑ meet house code deadline
- ❑ review asset list
- ❑ discuss Money Matters work sheet
- ❑ complete Next Time work sheet
- ❑ complete What If? activity
- ❑ complete My Life in Our Town activity
- ❑ advertise Our Town
- ❑ dismantle and celebrate

BEST COPY AVAILABLE

Scheduling Charts

Our Town
Introduction

Schedule A (Week 1)

Interactive Mode	Focus Topic	Activities	Materials
1			
Class discussion	Community	Discuss and define *community.* Brainstorm: What things make up a community? Identify people, places, things in your own community. Draw something in your community.	Drawing paper Crayons Markers
2.			
Class discussion Small-group discussion	Community workers	Discuss and define *community workers.* Brainstorm: List as many community workers as you can. Identify workers in your community. Draw a community worker at work.	Drawing paper Crayons Markers
3.			
Individual presentation Small-group discussion	Community workers	Pantomime community workers. Play game with worker cards. Create a mural of workers.	List of community workers Who Am I? worker cards Butcher paper Markers Crayons
4.			
Small-group discussion Class discussion	Action/Reaction	Discuss and debate the introduction of the following: airport, factory, amusement park, mall, and park. React from the perspective of air, animals, rivers, workers, children.	Identification cards: animals, rivers, workers, children, air, trees
5.	*If continuing with week 2, schedule B, skip Day 5.*		
Individual	House building Plot design	Plot and design house.	Lots House-building kits Glue Tape Markers Crayons

Our Town

Getting Started

Schedule B (Week 2)

Interactive Mode	Focus Topic	Activities	Materials
Teacher ↕ Students	Jobs	Describe jobs. Review and discuss job applications. Distribute job applications. Complete passports.	Job description posters Job applications (2 per student) Transparency of job application Passport
Teacher ↕ Students	Money management Building	Discuss money management and wages. Distribute $1,000 to each student. Pick land plots. Sell house kits. Design house plans. Begin building.	Land plots Money ($1,000 per student) House plan form House kits
Teacher ↕ Students	Being an employee Being an employer	Hire workers. Discuss working in a business. Meet with bosses. Distribute business boxes. Continue building.	Business boxes, filled and labeled
Teacher ↕ Students	Buying supplies Paying bills	Discuss weekly financial responsibilities. Bosses meet with workers. Prepare for opening (week 3, day 2). Demonstrate banking procedures. Continue building.	Weekly responsibility poster Bank account form Interest rates Loan form Withdrawal/Deposit slips Transparencies of bank forms

Our Town

Schedule C (weeks 3–5)

Interactive Mode	Focus Topic	Activities	Materials
Student ↕ Student	Work day	Payday (Week 3—Business Preparation)	Business boxes
Student ↕ Student	Work day	Work day (Week 3—Grand Openings)	Business boxes
Student ↕ Student	Work day	Work day	Business boxes
Student ↕ Student	Paying bills Work day	Collection day Newspaper sales Work day (Week 3—House Code deadline)	Complete newspapers Weekly responsibility poster
If continuing with week 6, schedule D, skip Day 5.			
Class discussion	Assets Money matters	Evaluate assets Discuss net income	List of assets Money Matters poster

Our Town

Schedule D (Week 6)

Interactive Mode	Focus Topic	Activities	Materials
Class discussion	Assets Money matters What I would do differently	Evaluate assets Discuss net income. Consider what changes you would make next time.	List of assets Money Matters poster Next Time work sheet
Large-group discussion or Small-group discussion	What If?	Discuss several "what ifs" concerning *Our Town*, such as *What if* I had been unemployed? *What if* I had been wealthy? *What if* I had been the boss? *What if* I had not been the boss?	*What If* cards
Individual	My Life in Our Town	Write a letter to a long-lost friend describing your new town. Following is an example: *Dear* _____ *How are you? I am living in* [insert name of town students come up with] *now. . .*	Writing paper
Partners	Advertising Our Town	Create an advertisement that will encourage people to live in your new town.	Poster board Markers
Large-group discussion	Closure	Dismantle your town. Celebrate!	

3

Teacher Tips for Using the Materials

High Impact vs. Low Impact Program

As you bring *Our Town* to life in your classroom you have the option of choosing between low impact and high impact methods (or somewhere in between). You will need to evaluate your time, resources, energy, and purpose as you make this decision. See pages 54–55 for some elements from which to choose.

Blooming in Our Town

When doing these activities, you may choose to introduce your students to Benjamin Bloom and his levels of thinking. Bloom describes six levels, beginning with knowledge and ending with evaluation. The levels can be defined as follows:

Knowledge	learning information
Comprehension	understanding information
Application	using information that you know and understand
Analysis	examining
Synthesis	creating
Evaluation	judging and reviewing

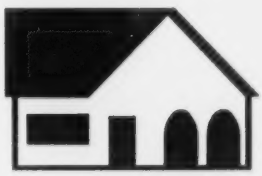
The activities in *Our Town* become more individualized as they become more complex. You may wish to have your students work in groups or with partners for many of the activities. (See pages 43–45 for activities.)

Weekly Responsibilities

Citizens of Our Town have certain weekly responsibilities to fulfill. These are listed on a reproducible form in section 10 (p.136) so they can be copied and posted. Your students might make a poster to display on collection day. Each week all citizens of Our Town must purchase two hardware items and twelve food items (three from each food group). Each week all citizens must pay taxes ($50), and citizens who own pets must buy pet food. Each citizen who does not own a car must pay a transportation fee ($100) each week. Collection of all weekly fees should occur on the last day of the *Our Town* week. If students do not have the necessary fees or items, they will be charged a fine. You will determine the amount of the fine; the amount should remain consistent. Possible fines are inadequate groceries: $150; missing hardware: $100; inadequate animal food: $10 per animal.

Building Houses

House-Building Kit



When you introduce the house-building kit, be sure students know that these are the only materials that they will receive for their $500.00. Any other materials will have to be purchased from the hardware store. Stress the importance of a well-built house. Encourage students to design a stable house that does not depend merely on tape for its strength. If houses are to be glued to land plots, use a minimal amount of glue. Prepare a sample house to show your students.

House Codes

Decide on house dimensions based on the size of your land plots. Be sure students are aware of the codes and can review them as they are building. Post house codes in an accessible place. Be sure students know they will be fined for not following codes. Possible fines are oversized house: $500; missing doors: $100 per missing door; missing windows: $100 per missing window.

House Plans

House plan forms (p. 72) should be passed out to students when they receive their money (schedule B). Students should complete the forms and turn them in for approval before they begin building. Students will need to purchase a house-building kit and explore the materials in it before completing their house plan forms. Students will indicate on these forms which materials they will use and what their houses will look like. If students use only the materials in the house-building kits, their cost will be $500. The price of the house will increase for those students who plan to purchase more materials. Students who are building houses at home or bringing in materials (see the following suggestions) should also complete house plan forms before they begin building. Specify to students how much detail you expect on their forms.

Materials from Home

Allowing students to bring in materials from home to build their houses requires careful consideration and planning. Some students will have a tendency to feel superior or inferior depending on the appearance of their houses. Some students will spend a great deal of time (and money) procuring materials in order to keep pace with or outdo their neighbors. This type of competitiveness tends to detract from basic community interactions. (It can also offer a wonderful teaching opportunity regarding attitudes and prejudices, depending on your time and patience.) If you prefer to focus on the basic community interactions, restrict the use of materials brought from home.

If you decide to allow students to bring materials from home, you must be sure that the students pay you for the materials they bring in just as if they were purchasing those materials at the community hardware store. If students do not pay for the materials, they will have a significant financial advantage over those students purchasing house-building kits. One way to ensure financial equity is to charge $500.00 for materials whether purchased as a house-building kit or brought in from home. If a student wants to supplement a house-building kit with materials from home, a $250.00 import fee can be charged in addition to the $500.00 for the house-building kit.

Building at Home

Consider carefully before allowing students to build their houses at home, as this activity may also tend to encourage competitiveness and inequity. If you do allow students to build at home, be sure to charge a $500.00 materials fee and a $250.00 import fee.

Using the Cards

You'll find reproducible cards for the activities in section 7. You can copy these and cut them out or, if possible, print the cards on heavy paper and laminate them.

Who Am I? Cards (pp. 96–97)

These cards can be used by the entire class or by small groups or partners. Read one clue aloud and allow time for students to guess the answer. If no one guesses the correct answer, read the next clue. Again, allow time for students to guess. If students still do not guess the correct answer, read the final clue. Once students have heard the clues on the cards two or three times, you may want to change the order in which you read the clues or to create your own clues.

Identification Cards (pp. 94–95)

These cards can be used to direct a debate regarding the introduction of specific facilities. For this activity, separate students into small groups. Hand out one student identification card to each small group. As you introduce an item listed on the teacher identification cards, have each small group consider the advantages and disadvantages of each item from the perspective of the student identification card they have been given. Encourage students to discuss the implications and respond to one another's statements and opinions.

What If? Cards (pp. 98–99)

This activity can be done orally or as a written assignment. Encourage students to consider thoughtfully each situation and how it would affect their lives in Our Town.

Asset Cards (p. 103)

These cards are sold by the hardware store and represent items from the asset list (see page 42 for information about the asset list). The item purchased should be written on the line by the hardware worker. The card can be used once on collection day as a hardware item. The card should then be returned to the citizen to keep. It should be initialed by the teacher on collection day so that it cannot be reused the following week.

Hardware/Food/ Animal Feed Cards (pp. 100–102)

It is a good idea to have an ample supply of these cards. Copy them onto colored paper, making each type of card a different color. Avoid making the cards the same color as the money. Provide each business with a supply of cards to start the business. (You may want to give each business 50 cards and then charge them for each additional 50 they require.) Cards will be sold to customers throughout the week. On collection day all of the cards will be turned in and can then be returned to the businesses at no charge.

Work Sheets

Passport (p. 70)

This work sheet is to be used as a passport to becoming a citizen. The activity offers some basic words with which students should be familiar as they work in the community. The passport gives students an opportunity to earn their citizenship by understanding the responsibilities that come with living in a community. Be sure that students have turned in passports before they are given money or land plots (schedule B).

Next Time (p. 77)

This activity should begin with a discussion of the phrases *most satisfied with* and *difficult for me* in order to help students honestly evaluate their community experience. Some students may want to share examples with the class. After the discussion, students should do this work sheet individually and privately.

If students wish to share their work sheets, allow them an opportunity to do so. Some students may be sensitive about sharing this information; respect their wishes.

Complaint Form (p. 73)

Be sure to discuss this form with students. Students should follow the set procedure of first discussing any problem with the person involved, then allowing appropriate time for change, and finally, if necessary, completing a complaint form and discussing it with you (see Teacher-Initiated Rules).

Jobs in Our Town

Job Announcements (pp. 121–27)

Before discussing jobs with your students you will need to decide how many workers each business will have (based on the size of your class). Each business should have a manager and workers. The businesses needing the most workers will be the road crew and the newspaper.

If you have a class of twenty-four, your jobs may look like this:

6 workers:	Road Crew
6 workers:	Newspaper
4 workers:	Grocery Store
3 workers:	Feed Store
3 workers:	Bank
2 workers:	Hardware Store

In businesses that have more than three workers, be sure that the boss is able to keep the workers on task. The boss will accomplish this more easily if she or he provides each worker with a specific task to accomplish. When you meet with the bosses, be sure to give suggestions and guidelines regarding motivating and encouraging their workers (schedule B).

Job announcements should be posted while you discuss jobs and students fill out job applications (schedule B). Be sure to tell students how many workers you will be hiring for each job.

Weekly Wages

Our Town wages are $500 per worker, per week. Every employee will earn the same amount regardless of her or his job. You may choose, however, to pay bosses an extra $50 per week. Workers should be paid on the same day each week. Payday can be the first or last day of the week. Either way, workers will have funds available to do their shopping before collection day. Collection day should be the last day of the week. You can handle wages in one of two ways.

Option 1

You can require businesses that make a profit (for example, grocery store, hardware store, pet store, newspaper) to pay workers out of their profits. If you choose this option, you will need to subsidize the newspaper. You will pay employees of businesses that do not make a profit (for example, the bank and the road crew). At the end of the *Our Town* unit, you may choose to divide among the workers any money the businesses have left. The money will be counted as part of the workers' total earnings. If you choose this option, you will need to give a comparable bonus to those businesses that do not make money.

Option 2

You can pay the employees of all businesses. If you do so, keep a supply of money separate from the bank for payroll. At the end of the *Our Town* unit, collect all money from the businesses. Do not divide the money among the workers.

Job Application (p. 71)

Make a transparency of the job application so you can show students the proper way to complete the form. Students should indicate on the job application if they are applying for the manager position or a worker position. Stress to students that correct spelling and neat penmanship are extremely important and will be taken into consideration as decisions are made for hiring workers. Use these applications to emphasize additional skills (complete sentences, proper punctuation) that you may be studying in your classroom.

When making decisions about hiring, consider which students will work well together and which students will do well as leaders. Use the applications as a guide to which jobs students are interested in, but use your judgment as a final guideline. This is a wonderful opportunity for students to work with people they don't normally work with and for some budding leaders to develop their skills. Employers can simply write "hired" on the application of the student who is hired. If a student is hired for a position different from the one for which she or he applied, write "hired for (position)."

Job Information Sheets (pp. 113–19)

Job information sheets should go into the business boxes. Students will be able to use them as guidelines while setting up their businesses. Go over the information sheets when meeting with the bosses so that they will be able to explain the sheets to their workers. The warehouse referred to in the information sheets is you! Be prepared to sell necessary materials at a price you consider appropriate.

Money

Our Town Money (pp. 81–84)

Be sure to have an ample supply of money. You can replenish the bank as needed. Keep money all one color and change the color each time you do the *Our Town* unit. (This will discourage students from passing money on to friends and siblings to use in their community experience). Collect all money when you are finished with the unit.

Bank Account Work Sheet (p. 87)

Make a transparency of the bank account form so you can demonstrate to students how to use it. Although the bankers will be the only ones filling out the forms, it is important that all students know how to read the forms. Bank account numbers will be assigned by the bankers. Depending on the age of your students, you may need to simplify the form or assist your students in using it.

Interest Rates (p. 91)

Make a transparency of the interest rates form to share with your students. Explain that the amount of interest received depends on the balance. For example, a person with $850.00 in his or her account would receive $17.00 interest. Interest will be added to each account each *Our Town* day. A loan rate is included in case you wish to allow students to procure loans from the bank. The loan rates are based on the amount of money borrowed. For example, a person who borrows $850.00 would be charged $17.00 in interest each *Our Town* day. Dealing with loans can be complex. Decide whether or not to offer loans based on your students' age and abilities.

Loan Report (p. 90)

If you have decided to offer loans, you will need to introduce the loan report form. Make a transparency of the form to share with your students. The banker will complete this form, but all

students should be familiar with it. Students are given six *Our Town* days to pay their loans. Only one loan should be on each loan report. Completed loan reports should be kept by the bank and returned to the borrower during evaluation activities (schedule D).

Deposit/ Withdrawal Slips (pp. 88–89)

Make a transparency of the deposit and withdrawal slips to share with your students. Be sure that students understand how to fill out these forms. The bank should provide a drop box where citizens can place the slips clipped to their money. The bank should process the money the day it is put in the box.

Asset List (p. 85)

If you are working with older students, you may wish to use this asset list. Explain to students that when you evaluate their final financial situation, you will count the items on the asset list at the listed value, not at the price the student paid for the item originally. Do not consider this list complete or unchangeable. You may find additional items that your students want to own. The hardware store may want to carry many of these items and several more. The hardware store can create items by writing the item name on an asset card. Prices for various items can be decided upon by the hardware store workers. (Remind them that the original cost must exceed the asset value.)

Money Matters (p. 80)

Although this is an important evaluation tool, express to students that it is not a singularly important measure. Include in your discussion a question regarding how the students got to where they were, how it felt to be there, and what changes they would make knowing what they know now.

4

Activities and Extensions

Blooming in Our Town

Knowledge

- Memorize your address and phone number.
- List as many community workers as you can.
- Label 5 cities in your state.
- Name 6 businesses your family has visited this month.
- Using the Yellow Pages, identify a bank, feed or pet store, grocery store, hardware store, and newspaper.
- Reproduce a city map using tracing paper.
- Locate and label 8 businesses on your city map.

Comprehension

- Choose a community worker and describe her or his job.
- Discuss the responsibilities of having a job.
- Draw a community worker doing his or her job.
- Classify worker cards into groups.
- Match community workers with their job descriptions.

- Gather information from a community worker and report about a day on the job.
- Draw a poster advertising a community worker.

Application

- Do a pantomime of a community worker's job.
- Create a questionnaire asking community workers about their jobs.
- Draw a community with houses, businesses, and parks.
- Listen to a Who Am I? card and guess which community worker is described.
- Write and perform a commercial advertising a local business.
- Write a letter describing your community.
- Dress up like a community worker and describe your job to the class.

Analysis

- Analyze the finances of your business in Our Town.
- Analyze your personal finances in Our Town.
- Compare your assets in week 2 to those in week 5.
- Survey your classmates to find out their estimated net worth.
- Chart the number of customers visiting community businesses.
- Compare and contrast two community businesses.
- Create a filmstrip or collage showing life in Our Town.

Synthesis

- Write a theme song describing life in Our Town.
- Invent a transportation system for the community.
- Collect artifacts from Our Town to put in a time capsule.
- Conduct a call-in radio show for the citizens of Our Town to discuss their concerns.
- Formulate a recipe for a "perfect community."
- Assemble snapshots of Our Town for an advertisement.
- Design a sculpture for downtown Our Town.

Evaluation

- Evaluate your financial and personal life in Our Town.
- Give advice in writing to future citizens of the community.
- Make a scrapbook of your experiences in Our Town.
- Debate the introduction of a large factory in Our Town.
- Conduct a panel evaluating life in the community.
- Describe what you would change about the community.

Choosing a Name and Creating a Logo

Choosing a Name

Naming the town can be a class activity as you begin your community simulation. As students work together to decide on a name for their town, they will be establishing a feeling of ownership. You might want to provide examples of possible town names before students begin sharing ideas. Once sharing begins, students should be allowed to brainstorm ideas. Brainstorming means that everyone who wants to share will have an opportunity and that all ideas are accepted without criticism or feedback. (The only exception to this rule is that teacher intervention may sometimes be necessary to avoid inappropriate contributions.)

Once students have brainstormed a list of suggestions, take a break before reviewing the list. This break will allow students to think about the suggestions on their own, before hearing classmates' opinions.

When you are ready to reconvene, the discussion should be centered on reducing the size of the list, through either voting or discussion. Older students may benefit from discussing and debating particular names before voting on their favorites. Younger students, however, may regard any discussion of their suggestions as a personal criticism. In this case, voting without discussion will allow you to reduce the size of the list.

Have students vote for their favorite two or three names until the list is reduced to four names. On the final vote, students should vote only once for their favorite town name. Before completing the final vote be sure to discuss the importance of being a good sport, since your town will have only one name.

Once a name is chosen, celebrate! Everyone should be praised for participating in choosing the town name. An activity to celebrate the new town name can often help remove any negative feelings that may have surfaced during the voting procedure.

Creating a Logo

A logo is a graphic representation that usually includes a name or letters and/or a symbol. Logos are used by businesses, communities, groups, and clubs. A logo can be simple, using minimal lines and shapes, or it can be slightly more complex, combining several elements.

Creating a logo for the town should be a community project in which everyone can be involved. Choose the appropriate logo activity for your students based on their age and experience. Be sure to discuss and demonstrate an activity thoroughly before students begin working, since developing logos will be a new experience for most students. The following logo activities are designed to challenge students of various age levels and abilities.

Logo Activities

What's My Logo? offers young children an opportunity to choose a logo for their town from a selection of logos. It allows them to be part of a class decision-making process. As community members, students will use listening and speaking skills to share opinions. They will use democratic procedure to decide on a logo for their town.

Logo Learner offers students an opportunity to create a logo representing their town by using art elements you provide. It allows them to manipulate art elements to create an original design. Students will follow specific criteria and will use a class decision-making procedure to choose a logo.

Logo Maker offers older students the opportunity to create an original logo. Students will create thumbnail sketches in addition to a finished logo product. Students will follow specific criteria and will use a class decision-making procedure to choose a logo for their town.

What's My Logo?

Objectives Students will (1) understand the definition of a logo, (2) select a logo for their town from given logos, and (3) use class decision-making procedures.

Materials Sample logos provided by the teacher

Procedure Explain what a logo is and how it is used. Show several examples of logos from familiar products. Encourage students to think of more examples. Then display several logos that you have created or that older students in art classes have created. Students will choose a logo from one of those displayed. Guide students through a decision-making procedure, including discussion and voting.

Logo Learner

Objectives Students will (1) create a logo representing their town using art elements you provide, (2) follow s pecific criteria for creating the logo, and (3) use class decision-making procedures.

Materials Pages of art elements, sample logos, tracing paper, white paper, criteria

Procedure Introduce the concept of logos, and discuss and explore familiar logos. Show samples of various elements, such as arches, circles, squares, skylines, silhouettes (see page 51 for elements that you can reproduce and use with your class). Demonstrate the use of tracing paper. Discuss criteria with students.

Examples of criteria options Logo must be _____ (dimension); logo must combine three art elements; logo must include town name.

Suggestions Have students work individually or in pairs. Encourage students to do many rough drafts. Present criteria carefully and clearly. Set a realistic time limit. Explain how the town logo will be selected. Give a logo award for all logos created. Demonstrate, demonstrate, demonstrate.

Logo Maker

Objectives Students will (1) create four thumbnail sketches, (2) create a logo using original art elements, (3) follow specific criteria for logo creation, and (4) use class decision-making procedures.

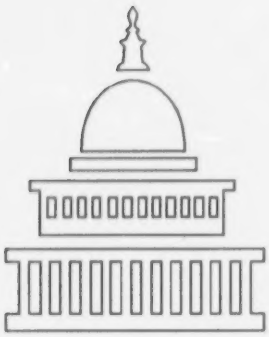
Materials Sample logos; white paper; black markers with fine, medium, and thick points; criteria

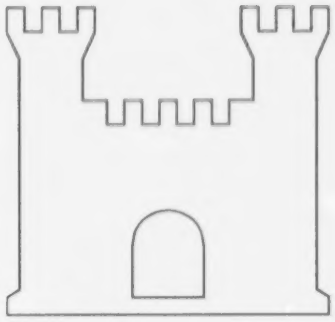
Procedure Introduce the concept of logos, and discuss and explore familiar logos. Explain how to create thumbnail sketches using paper and pencils. Sketches should be done quickly, using minimal detail. Four sketches can be created on one paper folded in quarters. Show samples of various art elements, such as arches, circles, squares, skylines, and silhouettes. Discuss criteria with students.

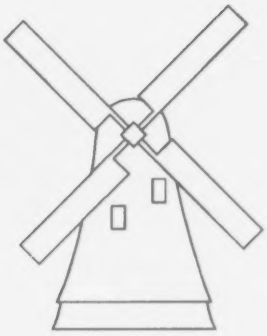
Examples of criteria options Logo must be _____ (dimension); logo must combine three art elements; logo must include town name; logo must use at least two sizes of marker tips; logo must include at least two types of lines.

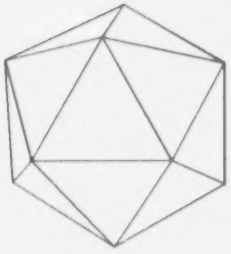
Suggestions Have students work individually or in pairs. Present criteria carefully and clearly. Set a realistic time limit. Explain how the town logo will be selected. Give a logo award for all logos created. Demonstrate, demonstrate, demonstrate.

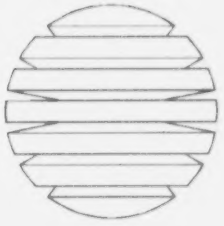
Reproducibles for Logo Activities

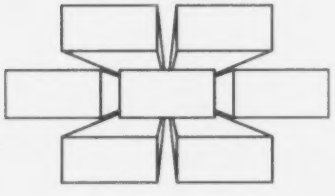


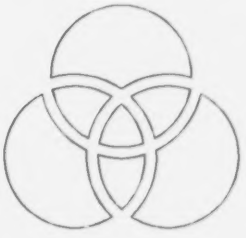


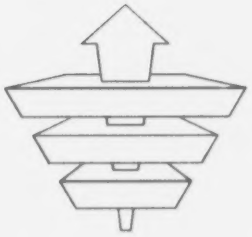












Reproducibles for Logo Awards

Extension Activities

Our Town for Younger and Older Students

Although the activities and objectives in this manual are directed at students ages 7 through 12, *Our Town* can be adapted for younger or older students. Many activities suggested in this book are based on general learning skills that can be introduced or reinforced at various ages.

For Younger Students: Happyville

Topic: A community introduction

Focus: Happyville is a community in which each student creates her or his own living space.

Objectives: Happyville is designed to enable students to

understand the term *community*
use materials to create a living space

Materials: land plots (one per student)

a variety of materials (craft sticks, yarn, paper, material, toothpicks, cotton balls)

markers, glue, rulers, tape

Activities: talk about communities and community helpers

visit community businesses

invite community helpers to speak to group

create living spaces on land plots

talk about living spaces to group

For Older Students

The topic, focus, and objectives are the same as those for *Our Town* with the addition of the following objectives:

- research and report on community activities
- understand how to start and maintain a business
- design and use an alternative monetary system
- market a product
- form a governing body
- understand the use of laws
- obtain an in-depth understanding of a career
- communicate with a government official
- suggest improvements for a current community situation
- create and use a new product

These additional objectives can be achieved through the following activities:

- complete student report forms and present information
- complete a market survey and start a business
- design a new money system
- advertise and sell a product you have created
- nominate and elect a governing body
- invite law enforcement workers to speak with the class
- spend a day with someone at his or her job site
- write a letter to your representative, senator, or the President
- examine alternative solutions to a problem in your community
- invent a new and usable product

Multicultural Focus

A community simulation provides a wonderful opportunity to focus on multicultural issues. Choose issues that are relevant to your curriculum and population area.

The study of cultures, races, and nationalities can become your foundation for presenting *Our Town*. Use your knowledge of other cultures as you create a community in your classroom. The following list offers some aspects of *Our Town* that can be presented through the eyes of another culture:

- types of jobs available
- products available in stores
- money
- houses, house codes, materials available for building
- environment: rivers, mountains, deserts
- rules for governing people
- wages, taxes
- family structures
- items considered assets
- assets available
- measure of monetary wealth
- transportation options

Low Impact

simpler materials and activities

a sign or poster to announce Our Town in your classroom

the minimum amount of time spent on the unit

little, if any, discussion of *Our Town* during other classroom time

High Impact

materials and activities that are more involved

hallway bulletin boards announcing Our Town

doorway banners welcoming people to Our Town

personal i.d. cards for Our Town citizens

curriculum integration:

Math:	time, money, banking skills, business skills
Language:	communication skills, advertising, writing
Science:	environmental impact, weather, biotic communities
Social Studies:	interdependencies, cooperation, basic needs
Art:	aesthetic needs, designing, landscaping, advertising
Reading:	communities, community workers, people, environment
Physical Education:	recreation, health, cooperation, leisure

inviting other classes to visit Our Town

open house for parents to view Our Town

newspaper coverage from your local paper

awards ceremony (award categories determined by class vote)

T-shirts with Our Town logo (designed by class members)

Our Town song (written by class members)

bulletin board in room to display community news

coordinating with other classrooms to achieve

- larger population (all students housed in one classroom)
- larger city (students housed in own classrooms, sharing businesses)
- neighboring communities (students visit another community)
- various cultures (students visit another culture)

Electing a Mayor and Council

Electing a mayor and council in Our Town can be a wonderful learning experience. Your students will have the opportunity to experience the democratic process and participate in campaigning. You can discuss many issues related to the election procedures communities use.

The mayor can conduct the town meetings and, with the help of the council, make decisions affecting the community. (The maturity of your students will determine how much veto power you maintain over the mayor's decisions.) Before electing a mayor you will need first to discuss and agree on the following issues:

- What will the responsibilities of the mayor be?
- What powers will the mayor have?
- How many nominations will be accepted for mayor?
- How many days will be used for campaigning?
- What will the mayor's wages be?
- How will the council be chosen?
- How many people will be on the council?
- When will the town meetings be held?
- What will be the format of the class meeting?
- Who will call the meeting to order?
- Who can present business?
- Who will take the minutes?

Have students gather information about an actual city government to help them answer these questions.

Adding a Family

To offer a new dimension to your community, you can allow students to add families. Students should be aware of the added responsibilities, as well as the added joy, that come with the addition of a family. Discuss with your students the advantages and disadvantages of adding a family to community life. Point out the extra expenses of food, hardware, transportation, taxes, and child care.

A variety of family situations should be discussed as a class and written on the Family Cards. You can then distribute Family Cards to students randomly or according to preference. Once a family has been established, discuss the advantages and disadvantages of one-income households and two-income households. Students in a two-income household will receive $1,000.00 in weekly wages (although the imaginary spouse will not actually contribute to the work force). You will need to

cover wages for the imaginary spouses. Use the Family Budget comparison sheet (p. 86) to help students evaluate the impact of each income situation.

Weather in Our Town

Since the community is located on a river, there is a chance of unusual weather. It can be a wonderful experience in planning and cooperating for students to prepare for a storm that threatens to flood the community. The newspaper editor should be alerted by a confidential source (the teacher) about the rain and wind headed toward the community so that the newspaper can report the coming storm to the citizens of Our Town.

Students should hold a town meeting to discuss and evaluate the situation. Many things will have to be considered by the community, including where flooding will most likely occur, how it should be managed, who will pay for damaged homes (perhaps an insurance company will be necessary).

Students can sew sandbags from small squares of material stuffed with rice. The project can be done by a small business or by the community.

The rainstorm should, of course, arrive after students have gone home. The impact of the wind can be created by using a fan or blow dryer. An unprepared house may lose windows, walls, or fences. The impact of the water can be simulated by a sweep of a large spoon. (Real water should not be used.) Household items left unprotected may be swept away or lost.

The day after the storm, you should act as surprised as your students. Then the business of clean-up and repair can begin.

A snowstorm can create similar opportunities and can be handled in much the same way as a rainstorm. Students will find it necessary to sandbag certain areas as well as strengthen their roofs. The hardware store may want to stock up on snow shovels (spoons) and snow removal vehicles (cups). These items may be purchased from the teacher and then rented to citizens.

The snowstorm should, of course, arrive after the students have gone home. Confetti or packing peanuts can be used for snow. Students will need to begin snow removal activities immediately (this snow will not melt).

Debate Cards

The Debate cards present issues for the citizens of Our Town to discuss and debate (see debate options that follow). Each card briefly describes an issue, lists relevant questions, and presents a variety of perspectives. The questions may be used directly as discussion topics or indirectly as focusing points. The perspectives can be used individually or as a unit. Additional questions and perspectives may be added to tailor the cards to your classroom. You may want to provide specific names for subjects presented in the issues.

If you are planning to have students research the issue, you may want to copy the issue section of the card onto paper and make a copy for each student. Then students can review the issue and take notes on the same paper. Students can also take notes as a class. Using poster paper, students can make additions each day as their research continues. Give students time to find as much information as possible about the issue from local experts, newspapers, magazines, and resource books. Encourage accurate and realistic research.

Debate cards can be used by the entire class or by small groups of students. Cards can be chosen daily or weekly. You can tailor discussions to fit a particular time slot or give them an open-ended time frame. Debate cards can also be integrated into a social studies or language lesson.

When using Debate cards, students should have the opportunity to express their ideas in a safe and nurturing environment. Encourage students to support and defend their information and opinions.

Debate Options

- **Moving debate.** After presenting the issue to the group, define two opposing sides of the argument. Divide the debate space into two sides. Have students stand on the side representing their viewpoint. As the debate begins, have students present their viewpoint by standing forward on their side of the debate space. Alternate sides for equal presentation.

  Throughout the presentations, as students hear information that changes their viewpoints, they may move to the other side of the debate space. Encourage presentation of viewpoints, but make it voluntary. As new information is presented, students may move os often as they feel is necessary. This debate style is designed to encourage open-mindedness and flexible thinking. Students should not be penalized for excessive movement unless you feel it is random and unrelated to the issue.

- **Written debate.** After presenting the issue to the group, give students an opportunity to write down their viewpoints. Younger students may write sentences. Encourage older students to use paragraphs. Require clarity, and model and require support for a viewpoint. After students have completed their writing have them share in one of the following ways:

  - divide into small groups with similar viewpoints
  - divide into small groups with opposing viewpoints
  - divide into pairs with similar viewpoints
  - divide into pairs with opposing viewpoints
  - individuals present to entire class
  - similar viewpoints meet and choose one paper to present to the class

  - trade papers with opposing viewpoints and write rebuttals
  - collect all papers and read them anonymously to the class

- **Sentence debate.** After presenting the issue to the group, brainstorm arguments for all sides of the issue. Write the ideas on sentence strips and display them. When brainstorming is finished, have students take turns choosing a sentence strip and explaining why they agree or disagree. Students may also be assigned to small groups and given sentence strips to discuss and debate.
- **Traditional debate.** After presenting the issue to the group, choose two or more students to debate the issue. Give each student an opportunity to present his or her arguments. After arguments are heard, give students the opportunity to make rebuttals. Be sure that the emphasis is on informative remarks about the issue rather than negative remarks about the opponents.
- **Round-table discussion.** Have students form groups that include a variety of viewpoints. Students then discuss the issue, allowing all viewpoints to be heard. Some groups may reach a consensus on an issue while others may retain differing viewpoints. Have representatives from each group present a summary of their discussion to the class.

Additional Issues

Eighteen issues appear in the Debate Cards section (pp. 105–12). You may wish to use additional or alternative issues with your students. Here are some possible questions for your students to consider:

- Should a student with AIDS be allowed to attend school?
- Should a homeowner be required to follow a house appearance code?
- Should pets be allowed to roam the streets?
- Should local schools have after-hours day care?
- Should an express lane be added to the freeway for use by carpoolers only?
- Should city parks charge admission to help offset the cost of maintaining the park?
- Should tax dollars be used for flood victims who knowingly built their homes on a flood plain?
- Should the community maintain a disaster fund?
- Should your community operate a lottery?
- Should a criminal who has been released from prison be required to inform the community of his or her intent to reside in the community?

Part 2

Implementing *Our Town*

5

Reproducible Forms and Activity Work Sheets

Letter to Parents or Guardians

Date _____

Dear _____,

In our classroom we are studying communities and community life. As we explore what makes a community and how a community works, we are learning that everyone plays an important role. As we learn more about our community, we would like your help. We are interested in having parents, grandparents, guardians, and/or other family members come in and talk to us about their roles in the community. We would like to know what you do each day, what tools you use, and how your work influences the community and your family. If you are available to join us, please fill out the bottom portion of this paper and have your child return it to school.

I will call you to arrange a day and time.

Thank you,

_____
Signature

- -

My name is_____

My child's name is_____

My role in the community I want to share with you is

_____

Yes! I am interested in sharing the following information or ideas: _____

_____

Tools I would be able to bring to share with the class are_____

_____

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Box Labels

Hardware Store

Hardware Store

Grocery Store

Grocery Store

Box Labels

Newspaper

Newspaper

Bank

Bank

Box Labels

Pet & Feed Store

Pet & Feed Store

Road Crew

Road Crew

Passport

This is your passport to _____.

Once you have successfully completed this assignment, you will be a citizen of _____ !

Define the following words:

community _____

town _____

village _____

suburb _____

urban _____

rural _____

consumer _____

profit _____

city _____

government _____

law _____

tax _____

asset _____

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Job Application

JOB YOU ARE APPLYING FOR: _____

FULL NAME: _____ GRADE: _____

ADDRESS: _____

_____

LIST FOUR OF YOUR FAVORITE PASTIMES OR HOBBIES:

1. _____ 2. _____

3. _____ 4. _____

LIST YOUR TWO FAVORITE SUBJECTS:

1. _____ 2. _____

LIST FOUR OF YOUR REGULAR CHORES AT HOME:

1. _____ 2. _____

3. _____ 4. _____

TELL ME WHY YOU WOULD BE A GOOD PERSON FOR THIS JOB:

_____

_____

_____

_____

Our Town © 1995 Zephyr Press, Tucson, Arizona.

House Plan Form

Name _____

Materials

Sketch

Estimated cost _____ Approved _____

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Complaint Form

My name _____ Today's date _____

Approximate date this situation became a problem _____

My complaint:

_____

_____

_____

_____

Person or people involved that I have discussed this with are _____

_____

Steps I have taken to deal with the situation: _____

_____

_____

I would like to see the situation change in the following way:

_____

_____

What I feel the teacher can do to help with this situation:

_____

_____

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Market Survey

Date _____

Market Survey for (business) _____

Hello,

I am interested in starting a business called _____.

My service/product would be a/an _____.

The cost would be _____ per _____.

Please answer the following questions:

Do you think you would buy/use this product/service? _____

How many times a week would you buy/use this product/service? _____

Please complete the following sentence:

I would buy/use this product/service more often if _____

_____.

Thank you for your time and cooperation.

_____

(signature)

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Student Report Form

Name _____

State/city I am reporting on: _____

Location of state/city: East of _____, West of _____,

North of _____, South of _____.

Population of state/city: _____

Main industries of state/city: _____

_____

Points of interest in state/city: _____

_____

Rivers, lakes, mountains of state/city: _____

_____

Other information: _____

_____

_____

_____

_____

I used: _____

_____

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Pyramid Productions Letter

Note to teacher: You might use this form to generate an interesting discussion.

FROM: Pyramid Productions

TO: Citizens of _____

Dear Citizens of _____,

I am writing to offer you a wonderful opportunity. Pyramid Productions would like to be a part of your community. We require very little land and in return would offer an opportunity of a lifetime. We will provide a sense of pride to your community. You will hold your heads high knowing that you are keeping pace with the growing world of big business. We can guarantee six to eight of your qualified townspeople $600 a week in wages.

We have taken the liberty to do some looking around in your town and have located an area of land that we would like to purchase. We are willing to pay nine thousand dollars for the land.

Please consider this offer very carefully.

Sincerely yours,

Pat Palmer

Pyramid Productions

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Next Time Work Sheet

In Our Town this year I worked as a _____

I felt most satisfied with _____

_____,

and _____

_____.

Some things that were difficult for me were _____

_____,

and _____

_____.

I made $_____ net income.

My money matter status was _____

Next time I live in Our Town I will _____

_____

_____

_____

_____

_____

Our Town © 1995 Zephyr Press, Tucson, Arizona.

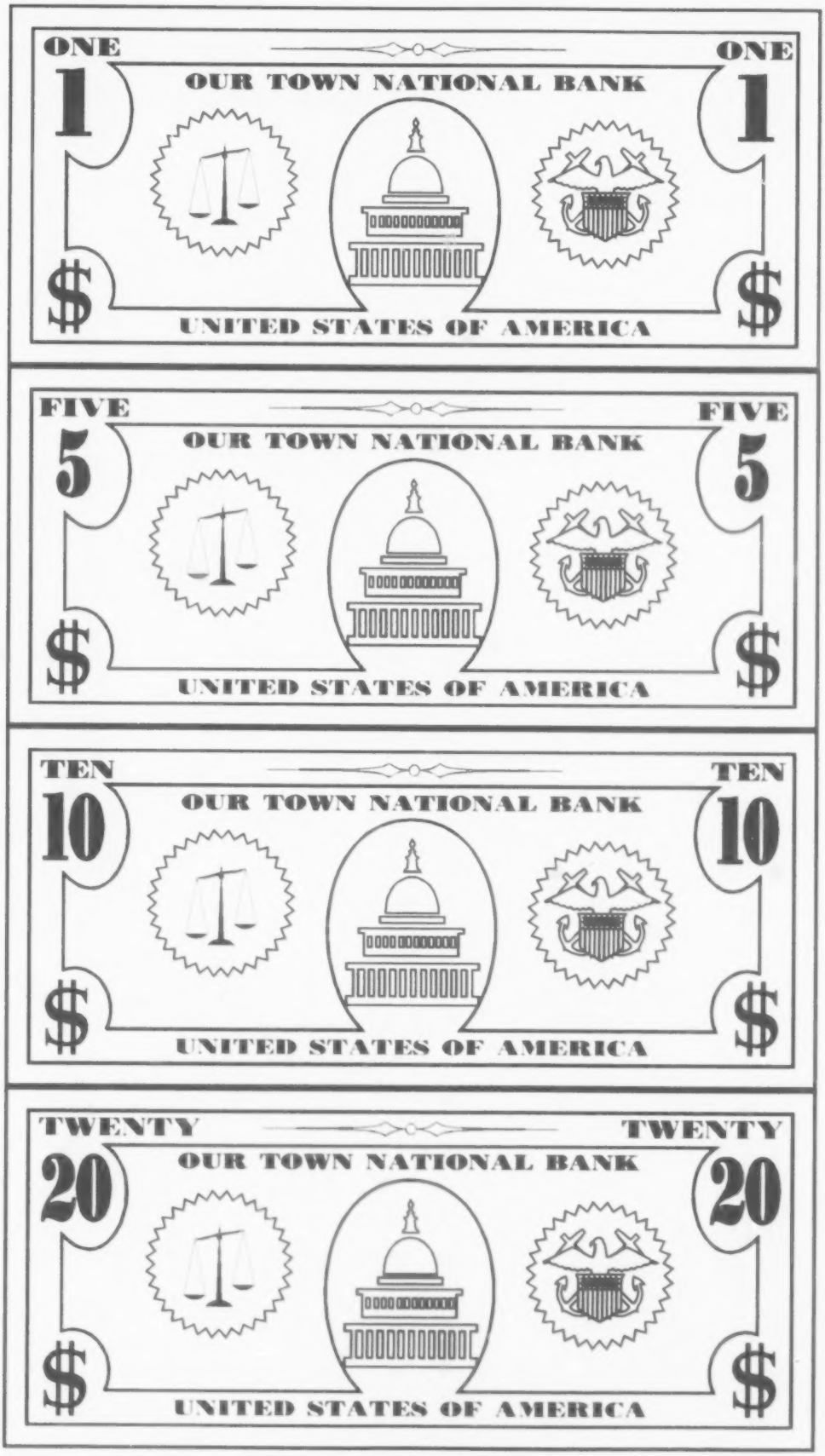
6

Reproducible Money and Related Financial Forms

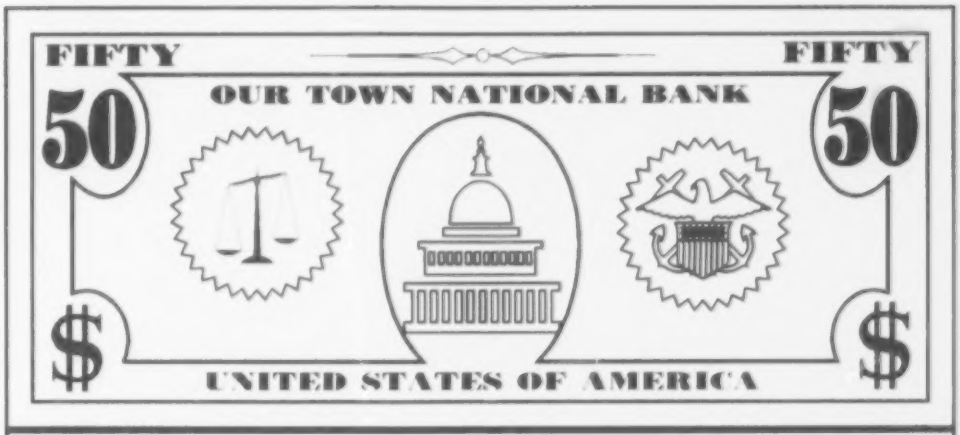
Money Matters

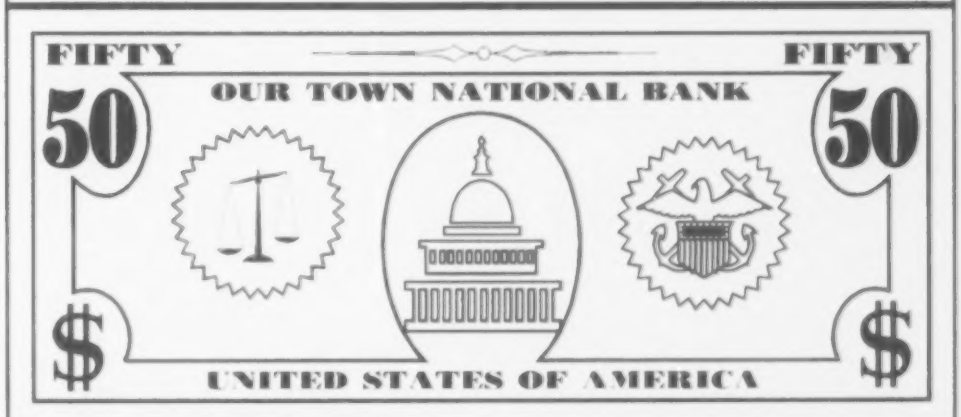
You are	if you have
wealthy	$2,500.00 or more
comfortable	$1,000.00–$2,499.99
moving ahead	$600.00–$999.99
barely alive	$300.00–$599.99
in sad shape	$100.00–$299.99
down and out	$99.00 or less

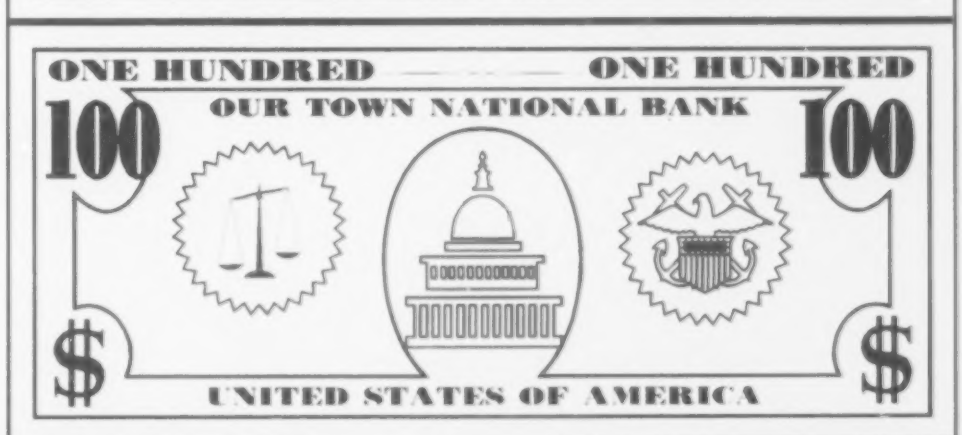
Our Town © 1995 Zephyr Press, Tucson, Arizona.

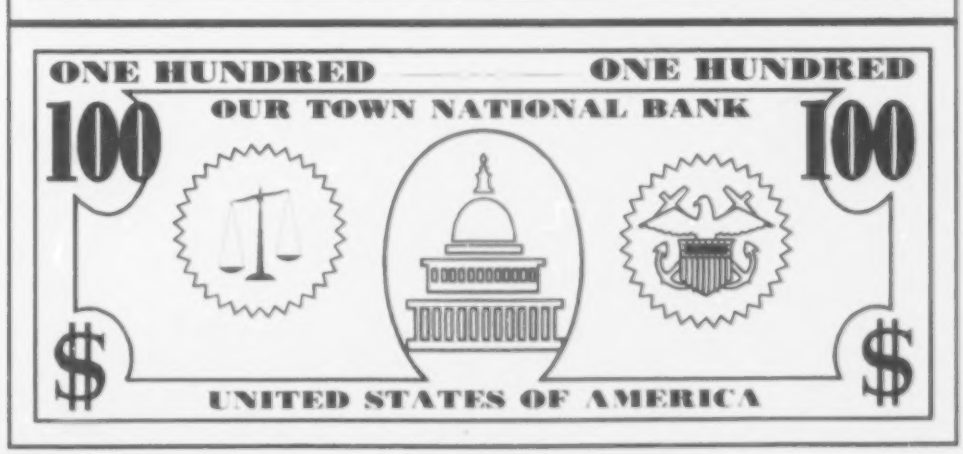

ONE
OUR TOWN NATIONAL BANK
1
$
UNITED STATES OF AMERICA
FIVE
5
TEN
10
TWENTY
20

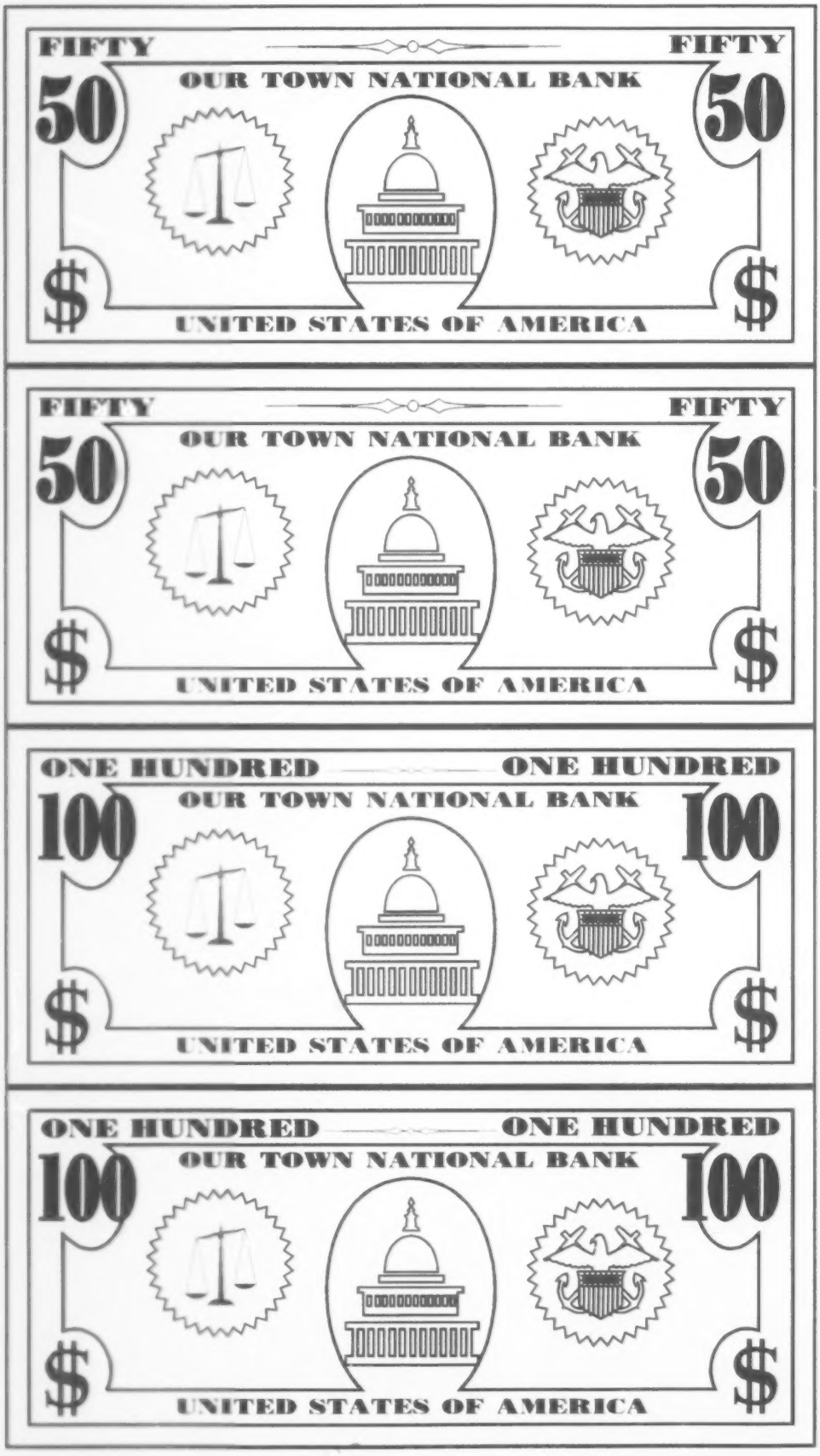
ONE
OUR TOWN NATIONAL BANK
1
$
UNITED STATES OF AMERICA
FIVE
5
TEN
10
TWENTY
20


FIFTY
FIFTY
OUR TOWN NATIONAL BANK
50
50
$
$
UNITED STATES OF AMERICA


FIFTY
FIFTY
OUR TOWN NATIONAL BANK
50
50
$
$
UNITED STATES OF AMERICA


ONE HUNDRED
ONE HUNDRED
OUR TOWN NATIONAL BANK
100
100
$
$
UNITED STATES OF AMERICA


ONE HUNDRED
ONE HUNDRED
OUR TOWN NATIONAL BANK
100
100
$
$
UNITED STATES OF AMERICA


FIFTY
FIFTY
OUR TOWN NATIONAL BANK
50
50
$
$
UNITED STATES OF AMERICA
FIFTY
FIFTY
OUR TOWN NATIONAL BANK
50
50
$
$
UNITED STATES OF AMERICA
ONE HUNDRED
ONE HUNDRED
OUR TOWN NATIONAL BANK
100
100
$
$
UNITED STATES OF AMERICA
ONE HUNDRED
ONE HUNDRED
OUR TOWN NATIONAL BANK
100
100
$
$
UNITED STATES OF AMERICA

Worth of Assets

Animals	$20.00 per	Phone and cables	$ 10.00
Bed	$20.00	Picnic table	$ 20.00
Boat	$30.00	Pictures	$ 10.00
Car	$60.00	Pool	$ 30.00
Chair	$20.00	Sandbags	$ 10.00
Chimney	$30.00	Shrubs	$ 20.00
Couch	$20.00	Silk pillows	$ 10.00
Driveway	$50.00	Table	$ 20.00
Fence	$30.00	Tent	$ 10.00
Hot tub	$30.00	T.V. cable	$ 30.00
Insulation	$20.00	Windows	$ 20.00
Painted house	$30.00	Additional land	+/- $500.00
Patio deck	$40.00		

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Family Budget Comparison Sheet

Expense Item	Individual (no children)	Single Working Parent	Working Parent (1 at home)	2 Working Parents
Wages	$500	$500	$500	$1000
Transportation fee	$100	$100	$100	$200
Taxes	$ 50	$ 25	$ 25	$100
Food (average)	$ 60	$ 80	$100	$100
Hardware (average)	$ 40	$ 40	$ 50	$ 50
Day care (per child)	—	$100	—	$100
Housecleaning	—	$ 25	—	$ 50
Repairs		$ 25		$ 50
Yardwork				$ 50
Balance	$250	$105	$225	$300

Our Town © 1995 Zephyr Press, Tucson, Arizona

Bank Account Work Sheet

Bank Account Number _____ **for** _____

Date	In	Out	Amount	Balance	Interest	Total

Our Town © 1995 Zephyr Press, Tucson, Arizona

Deposit/Withdrawal Slips

Date _____
Name _____
Acct. # _____
Amount _____
Signature _____

Deposit Slip

Date _____
Name _____
Acct. # _____
Amount _____
Signature _____

Deposit Slip

Date _____
Name _____
Acct. # _____
Amount _____
Signature _____

Deposit Slip

Date _____
Name _____
Acct. # _____
Amount _____
Signature _____

Deposit Slip

Date _____
Name _____
Acct. # _____
Amount _____
Signature _____

Deposit Slip

Date _____
Name _____
Acct. # _____
Amount _____
Signature _____

Deposit Slip

Date _____
Name _____
Acct. # _____
Amount _____
Signature _____

Deposit Slip

Date _____
Name _____
Acct. # _____
Amount _____
Signature _____

Deposit Slip

Our Town © 1995 Zephyr Press, Tucson, Arizona.

90

Deposit/Withdrawal Slips

Date _____
Name _____
Acct. # _____
Amount _____
Signature _____

Withdrawal Slip

Date _____
Name _____
Acct. # _____
Amount _____
Signature _____

Withdrawal Slip

Date _____
Name _____
Acct. # _____
Amount _____
Signature _____

Withdrawal Slip

Date _____
Name _____
Acct. # _____
Amount _____
Signature _____

Withdrawal Slip

Date _____
Name _____
Acct. # _____
Amount _____
Signature _____

Withdrawal Slip

Date _____
Name _____
Acct. # _____
Amount _____
Signature _____

Withdrawal Slip

Date _____
Name _____
Acct. # _____
Amount _____
Signature _____

Withdrawal Slip

Date _____
Name _____
Acct. # _____
Amount _____
Signature _____

Withdrawal Slip

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Loan Report

Loan date_____

Loan amount $ _____ Loan to_____

Daily interest rate _____ Signature _____
(borrower)

Signature _____
(lender)

Amount Borrowed	Daily Interest	Amount Owed

Loan Paid Date _____

Amount Paid _____

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Interest Rates

Interest	Balance	Loans	Interest	Balance	Loans
$ 1	$ 50	$ 1	$51	$2550	$51
$ 2	$ 100	$ 2	$52	$2600	$52
$ 3	$ 150	$ 3	$53	$2650	$53
$ 4	$ 200	$ 4	$54	$2700	$54
$ 5	$ 250	$ 5	$55	$2750	$55
$ 6	$ 300	$ 6	$56	$2800	$56
$ 7	$ 350	$ 7	$57	$2850	$57
$ 8	$ 400	$ 8	$58	$2900	$58
$ 9	$ 450	$ 9	$59	$2950	$59
$10	**$ 500**	**$10**	**$60**	**$3000**	**$60**
$11	$ 550	$11	$61	$3050	$61
$12	$ 600	$12	$62	$3100	$62
$13	$ 650	$13	$63	$3150	$63
$14	$ 700	$14	$64	$3200	$64
$15	$ 750	$15	$65	$3250	$65
$16	$ 800	$16	$66	$3300	$66
$17	$ 850	$17	$67	$3350	$67
$18	$ 900	$18	$68	$3400	$68
$19	$ 950	$19	$69	$3450	$69
$20	**$1000**	**$20**	**$70**	**$3500**	**$70**
$21	$1050	$21	$71	$3550	$71
$22	$1100	$22	$72	$3600	$72
$23	$1150	$23	$73	$3650	$73
$24	$1200	$24	$74	$3700	$74
$25	$1250	$25	$75	$3750	$75
$26	$1300	$26	$76	$3800	$76
$27	$1350	$27	$77	$3850	$77
$28	$1400	$28	$78	$3900	$78
$29	$1450	$29	$79	$3950	$79
$30	$1500	$30	$80	$4000	$68
$31	$1550	$31	$81	$4050	$81
$32	$1600	$32	$82	$4100	$82
$33	$1650	$33	$83	$4150	$83
$34	$1700	$34	$84	$4200	$84
$35	$1750	$35	$85	$4250	$85
$36	$1800	$36	$86	$4300	$86
$37	$1850	$37	$87	$4350	$87
$38	$1900	$38	$88	$4400	$88
$39	$1950	$39	$89	$4450	$89
$40	**$200**	**$40**	**$90**	**$4500**	**$90**
$41	$2050	$41	$91	$4550	$91
$42	$2100	$42	$92	$4600	$92
$43	$2150	$43	$93	$4650	$93
$44	$2200	$44	$94	$4700	$94
$45	$2250	$45	$95	$4750	$95
$46	$2300	$46	$96	$4800	$96
$47	$2350	$47	$97	$4850	$97
$48	$2400	$48	$98	$4900	$98
$49	$2450	$49	$99	$4950	$99
$50	$2500	$50			

Our Town © 1995 Zephyr Press, Tucson, Arizona

7

Reproducible Cards for Activities

94

Identification Cards

Mall	**Airport**
Factory	**Park**
Amusement Park	**Housing Development**
Wildlife Reserve	**Theater**

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Identification Cards

Children	**Deer**
Worker	**Air**
Trees	**Rivers**
Soil	**Birds**

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Who Am I? Cards

Who Am I? **I wear big boots.** **I drive a truck with a long ladder.** **I keep the community safe.** Firefighter	***Who Am I?*** **I wear a uniform.** **I carry a bag on my shoulder.** **I help people communicate.** Mail carrier
Who Am I? **I wear business clothes.** **I work in City Hall.** **I help the city run smoothly.** Mayor	***Who Am I?*** **I wear a white coat.** **I use a chair that moves up and down.** **I take care of people's teeth.** Dentist
Who Am I? **I wear a badge.** **I drive a car with lights on top.** **I keep the community safe.** Police officer	***Who Am I?*** **I wear heavy clothes.** **I drive a big truck.** **I keep the community clean.** Garbage collector
Who Am I? **I wear a white coat.** **I carry a stethoscope.** **I help people get well.** Doctor	***Who Am I?*** **I wear regular clothes.** **I write on the chalkboard.** **I help students learn.** Teacher

Our Town © 1995 Zephyr Press, Tucson, Arizona

Who Am I? Cards

Who Am I? I do not wear a uniform. I handle books. I help people find information. Librarian	**Who Am I?** I don't always wear a uniform. I drive a large vehicle. I take children to and from school. Bus driver
Who Am I? I wear a tall white hat. I use many pots and pans. I prepare food. Chef	**Who Am I?** I wear an orange vest. I work outdoors. I help keep the roads in good condition. Road worker
Who Am I? I wear an apron. I use a cash register. I sell food to the community. Grocery store clerk	**Who Am I?** I wear regular clothes. I use rulers and pencils. I design buildings. Architect
Who Am I? I wear a uniform. I have a gas pump and tools. I help keep cars running. Gas station attendant or mechanic	**Who Am I?** I wear a white coat. I give shots. I help keep your pets healthy. Veterinarian

Our Town © 1995 Zephyr Press, Tucson, Arizona.

What If? Cards

WHAT IF . . . **I were unemployed?**	*WHAT IF . . .* **I were wealthy?**
WHAT IF . . . **I were unable to pay my weekly bills?**	*WHAT IF . . .* **I were a boss?**
WHAT IF . . . **my business couldn't pay me for a week?**	*WHAT IF . . .* **I had to rebuild my house?**
WHAT IF . . . **I lost all my assets?**	*WHAT IF . . .* **I were mayor of Our Town?**

Our Town © 1995 Zephyr Press, Tucson, Arizona

What If? Cards

WHAT IF . . .	***WHAT IF . . .***
WHAT IF . . .	***WHAT IF . . .***
WHAT IF . . .	***WHAT IF . . .***
WHAT IF . . .	***WHAT IF . . .***

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Food Cards

Dairy Food Card	**Protein Food Card**
Grain Food Card	**Fruit and Vegetable Food Card**
Food Card	**Food Card**
Food Card	**Food Card**

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Hardware Cards

Hardware Card	**Hardware Card**
Hardware Card	**Hardware Card**
Hardware Card	**Hardware Card**
Hardware Card	**Hardware Card**

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Animal Feed Cards

Animal Feed	**Animal Feed**
Animal Feed	**Animal Feed**
Animal Feed	**Animal Feed**
Animal Feed	**Animal Feed**

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Asset Cards

Our Town Asset _____	**Our Town Asset** _____
Our Town Asset _____	**Our Town Asset** _____
Our Town Asset _____	**Our Town Asset** _____
Our Town Asset _____	**Our Town Asset** _____

Our Town © 1995 Zephyr Press, Tucson, Arizona

Family Cards

Example: **Our Town Family** mother, father, son (12), daughter (4)	**Our Town Family**
Our Town Family	**Our Town Family**
Our Town Family	**Our Town Family**
Our Town Family	**Our Town Family**

Our Town © 1995 Zephyr Press, Tucson, Arizona

Debate Cards

Issue: A group of minority citizens new to the community are insulted by the town's mascot.The town has had the mascot for 25 years and is about to celebrate this anniversary with a large festival. The minority group objects to the festival, claiming it is an insult to their culture.

Questions: Should the festival continue? Should the mascot be changed?

Perspectives: minority group, town elder, festival manager, mayor

Issue: A bird that is on the endangered list resides in the old growth timber in your community. Preserving its habitat means the loss of income to the loggers in the community. It will also be expensive because unemployed loggers must be retrained to do other jobs. Continuing to log the area means destroying the habitat.

Questions: Should logging be stopped? Should taxpayers pay for the re-training of the unemployed loggers?

Perspectives: loggers, mill owners, timber families, environmentalists, taxpayers, state politicians

Issue: Your community zoo has the opportunity to purchase an animal that is not native to the United States and that currently resides only in its native country. The other country is willing to sell the animal to your community, although the sale will mean endangering the species' survival in its homeland.

Questions: Should the animal be purchased? Who is responsible for maintaining the species in its homeland?

Perspectives: zoo president, environmentalist, foreign official, botanist, U.S. politician, zoo visitor

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Debate Cards

Issue: Your community waterfront is plagued with sea lions. They are noisy and cause damage to piers and merchandise. Local merchants are complaining and want them removed. Your local game warden has tried to relocate them, but each time they return.

Questions: How can the sea lions be removed? Who should pay for the removal or relocation? Should merchants be allowed to use their own methods to remove the sea lions?

Perspectives: merchants, environmentalists, game warden, animal activist

Issue: Your community has a large population of non-English speaking people. These citizens have requested that the community use bilingual signs, forms, and political information. Some members of the community feel that if a person lives in this community, he or she should speak English, and the use of bilingual information would delay the people's mastery of the English language. Other citizens welcome the exposure to bilingual information

Questions: Should information be printed in more than one language? Who should pay for the new signs, bulletins, etc.? Should residents of the community be required to speak English?

Perspectives: non-English speakers, town tourism bureau, schools, taxpayers, conservative residents, mayor

Our Town © 1995 Zephyr Press, Tucson, Arizona

Debate Cards

Issue: Your community is located near a popular recreation areas. Visitors engage in many sports, including hiking, river rafting, rock climbing, hang gliding, skiing, and spelunking. Your community's annual budget includes a large sum for rescue operations. Due to increased tourism and thrill-seeking, costs for the rescue operations are increasing. Your community is considering requiring those needing rescue services to purchase special insurance or to pay all or part of the rescue cost.

Questions: Should sport enthusiasts be required to purchase insurance? How will the cost of the insurance be determined? Should those needing rescue be required to pay for their own rescues? Should rescues be postponed until payment is guaranteed?

Perspectives: sport enthusiast, recreation facility manager, insurance agent, local resident, rescue team member, doctor

Issue: The federal government has offered matching funds for road improvements in your community. The only requirement is that all community stores must have access for people with disabilities. Your community has a large number of small businesses that may have difficulty paying for installation of such access and may be forced to close their doors.

Questions: Should businesses be required to install access for people with disabilities? Who should pay for the installation?

Perspectives: small business owners, citizens who have disabilities, taxpayers, local contractors, road workers, citizen representatives for safe streets

Our Town © 1995 Zephyr Press, Tucson, Arizona

Debate Cards

Issue: Your community encourages all citizens to vote. Lately, voter turnout has decreased. Some community members feel the low turnout is due to a lack of availability of voter registration sites. Only a few sites are available and these are open for very limited hours. Registration is difficult for those who are homebound, working full time, or who have no transportation. Revenue would be required to increase the current registration sites.

Questions: Should more sites be added? Who should pay for the new sites? What other options are possible?

Perspectives: politician, homebound citizen, citizen without a car, site volunteer, registered voter

Issue: Citizens in a local neighborhood are preparing to place a security gate at the entrance to their neighborhood. They feel doing so will increase the safety of the neighborhood by decreasing traffic and possible crime. Nearby residents feel the security gate will unfairly limit their access to the neighborhood. The nonresident neighbors enjoy open access to the neighborhood for visiting, carpooling, walking, running, and bicycling.

Questions: Do the neighborhood residents have the right to put in a security gate? Who will pay for the materials, installation, and maintenance?

Perspectives: residents wanting gate, neighbors opposing gate, city planner, local schools, mayor

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Debate Cards

Issue: Your community is considering adding more officers to the police force because of the increasing population and complaints about crime. The addition of officers would mean a significant tax increase. Some citizens are in favor of the idea and feel that additional police officers are needed to keep the community safe. Other citizens feel that the residents of the community should work together to increase safety in the community and the community should not increase the police force.

Questions: Can the community residents really improve the safety of the community? What are the disadvantages of not increasing the police force to keep up with the population? Is the increased protection really worth the money?

Perspectives: police officer, police chief, resident wanting more police officers, resident not wanting more officers, judge, jail warden, probation officer, mayor

Issue: Gang activity has recently become a problem in the public schools in your community. One element of the problem is students wearing gang clothing and colors. Students who are not members of gangs are having to restrict their wardrobe in order to protect themselves from gang members. The school district is considering requiring uniforms to alleviate this aspect of gang influence.

Questions: Would requiring uniforms be an unfair restriction of students' rights? If uniforms were required, what would the penalty be for not wearing the uniform? Would students have a better sense of belonging if everyone wore the same thing?

Perspectives: parent, student who is not a member of a gang, gang member, principal, uniform store representative, department store representative, student body president

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Debate Cards

Issue: A local politician has been accused of sexual harassment. The case has not yet been to court and it is not yet clear if the charges are valid. Some citizens feel that the politician should stay in office until he or she is convicted; others feel that the politician should be removed from office immediately.

Questions: Should the politician be considered innocent until proven guilty and be allowed to remain in office? What changes should be made to ensure the protection of those working with the politician? Should the accusations result in any changes prior to a court conviction?

Perspectives: local politician, accused politician, alleged victim or victims, judge, lawyer, female citizen, male citizen

Issue: Your city council is considering rezoning a large agricultural area for commercial use. If the area is rezoned, the farmland would become a residential and business area. The farmland is considered prime growing land, but it is in the path of the expanding city.

Questions: Should the land be rezoned? Who should be involved in the decision? Should farmers be retrained or relocated at the city's expense?

Perspectives: farmer, agricultural representative, business person, city planner, real estate agent, land developer, mayor

Issue: Due to the findings about the dangers of secondary smoke, your community is considering becoming a smoke-free community. Smoking will be prohibited in all public places.

Questions: Is restricting smoking in public places unfair to smokers? Is not restricting smoking in public places unfair to nonsmokers? How can the ban be enforced?

Perspectives: smoker, nonsmoker, doctor, business owner, cigarette manufacturer, American Cancer Society representative

Our Town © 1995 Zephyr Press, Tucson, Arizona

Debate Cards

Issue: Gangs have been forming in the local schools. Some gang activities have been violent and destructive. The community is asking the schools to take action against students who are members of gangs. The school must decide if they can or should prohibit gangs or penalize students for being members of gangs.

Questions: Is it the school's responsibility to monitor gang activity? Should students be allowed to assemble in groups as they choose? What action should be taken against students participating in gang activity?

Perspectives: principal, students who are not members of gangs, gang members, police officers, mayor, parent

Issue: Your community has had to ration water for the last several months. The water situation has now improved, but the local politicians are suggesting that since the rationing was so successful, it should be continued indefinitely. Some local residents are not in favor of the rationing and feel that it is an invasion of private rights.

Questions: Should the rationing continue? What limits should be imposed on an ongoing basis? How should the rationing be enforced? How should the issue be decided?

Perspectives: resident in favor of rationing, resident opposed to rationing, local water company, lawn and garden store manager, water sports fan, local politicians

Our Town © 1995 Zephyr Press, Tucson, Arizona.

Debate Cards

Issue: Some members of your community have been complaining about the high cost of automobile insurance. These members would like to be able to choose whether or not to carry liability insurance on their vehicles. Other community members are concerned about unmanageable expenses and loss of income if they are involved in a serious accident with an uninsured motorist.

Questions: Should liability insurance be optional? Who should pay the damages if an uninsured motorist is involved in an accident?

Perspectives: citizen with dependent family, citizen with no dependents, insurance broker, police officer, hospital worker, car salesperson

Issue: Your community has a factory that employs hundreds of your citizens. Recently, the factory has been cited for environmentally unsound practices. The expense of changing these practices would require the factory to lay off approximately one-third of the workers. Not changing the polluting practices may have long-term effects on the community's health.

Questions: Can the community afford to have unemployed factory workers? Can the community afford to compromise their health? What other options exist?

Perspectives: factory owner, factory worker, doctor, parent, unemployment agency worker

Our Town © 1995 Zephyr Press, Tucson, Arizona

8

Reproducible Job Information Sheets

HARDWARE STORE

- The Hardware Store is responsible for selling hardware items and assets.
- The Hardware Store will have a catalog of items to sell in addition to actual items. Items sold from a catalog will be represented by hardware cards.
- The hardware store will post its hours and run on a regular schedule.
- Hardware prices will range from five dollars to fifty dollars. Asset prices will vary.
- The hardware store will be stocked by the Our Town warehouse for opening day. Additional supplies will be bought from the Our Town warehouse by the manager of the store.

BEST COPY AVAILABLE

BANK

- **The bank is responsible for managing money.**
- **All citizens may have an account at the bank. All accounts in the bank will be given interest each *Our Town* day.**
- **The bank will process withdrawals and deposits daily.**
- **The bank will post its hours and run on a regular schedule.**

BEST COPY AVAILABLE

ROAD CREW

- The road crew is responsible for all roads, driveways, and power lines in Our Town.
- The road crew will build all residential roads the same width.
- The road crew will provide every house with a power line and a driveway that connects to a road.
- The road crew may build parks and other community buildings if necessary.
- The Our Town warehouse will give the road crew all the necessary materials.

BEST COPY AVAILABLE

NEWSPAPER

- The newspaper will contain items of news and entertainment and will be published each week.
- The newspaper will focus on positive information.
- The newspaper will have 4 to 8 different sections and will cost five dollars per issue. All citizens will buy a paper each week.

BEST COPY AVAILABLE

GROCERY STORE

- The grocery store is responsible for selling food from the 4 main food groups.
- Every citizen of Our Town must buy food items each week. Food must meet the requirements of a balanced diet.
- The grocery store will have a catalog for each food group. Catalogs should be different colors to represent the food groups. Food prices will range from five to eleven dollars per item. Food items will be represented by food cards.
- The grocery store will post its hours and run on a regular schedule. The grocery store may choose to sell a package that includes all weekly necessities.

PET & FEED STORE

- The pet and feed store is responsible for selling animals and feed. Animals should range from $5 to $50. Animal food should cost $5 per animal per week.

- Any citizen of Our Town may buy a pet if he or she has adequate room and a fence. All property and fencing will be checked by a feed store worker before the sale of an animal.

- Food must be bought weekly for animals. O-shaped cereal will be used for animal food. Animals not properly taken care of will be repossessed by the store.

- The pet and feed store will maintain a variety of animals and will purchase additional animals from the warehouse.

- The pet and feed store will post its hours and run on a regular schedule.

BEST COPY AVAILABLE

9

Reproducible Employment Ads

121

FEED STORE MANAGER

- Must be good with animals!
- Must be kind!
- Calling all animal lovers!

BEST COPY AVAILABLE

ROAD CREW BOSS

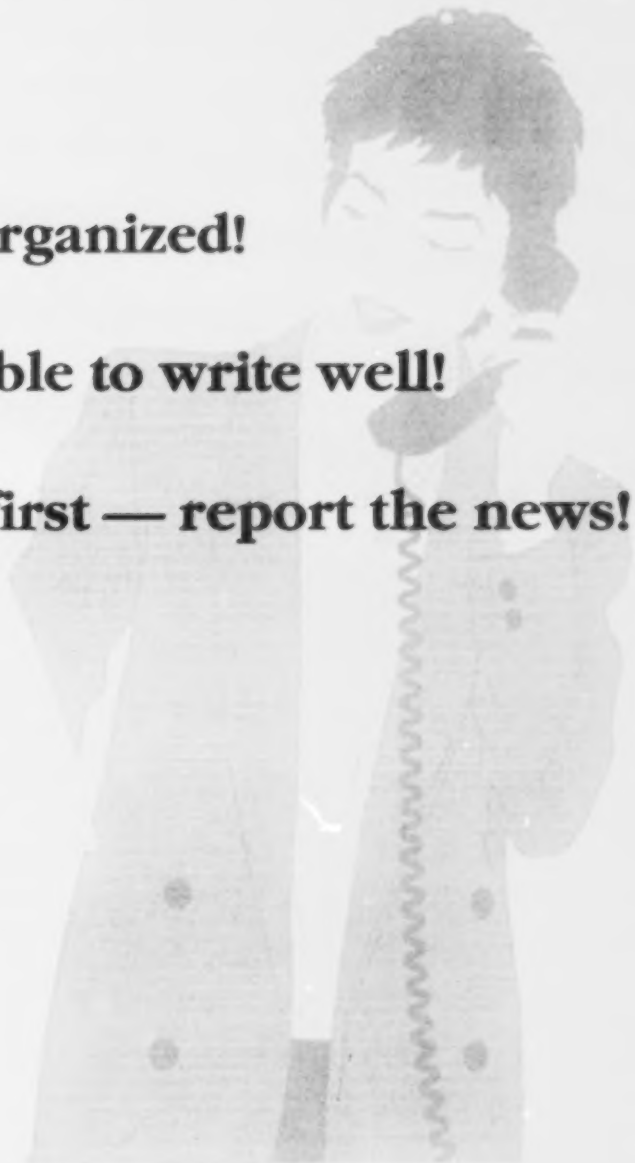
- Must enjoy hard work!
- Must be able to make decisions!
- Work in the great outdoors!

BEST COPY AVAILABLE

HARDWARE STORE MANAGER

- Must be knowledgeable!
- Must be able to give good advice!
- Earn while you learn!

NEWSPAPER EDITOR



- Must be organized!
- Must be able to write well!
- Be there first — report the news!

BEST COPY AVAILABLE

GROCERY STORE MANAGER

- Must like people!
- Must enjoy working with food!
- A great business opportunity!

BANKER

- **Must be good with numbers!**
- **Must be honest!**
- **Must be patient!**
- **If you like money, here's the job for you!**

BEST COPY AVAILABLE

10

Rules to Post

Brainstorming

All ideas are heard.

No ideas are criticized.

Filing a Complaint

To file a complaint:

1. Discuss problem with person involved.
2. Allow appropriate time for change.
3. Fill out a complaint form and discuss problem with teacher.

Hiring and Firing

- No employer shall fire an employee without first following the rules for filing a complaint.
- An employer shall file two complaints before putting an employee on two-day probation.
- When the two-day probation is complete, the employer and the teacher shall make a recommendation. Once an employee is fired, she or he may not be rehired by the same employer.
- An employer may hire a worker who becomes available through termination of employment by another employer. The employer must pay the employee the same rate that all employees in the business are paid.

House Capacity

No two individuals may share the same land plot or house.

Lost and Found

- Any item found—no matter how small—must be turned in to the teacher.
- Any item that is in *Our Town* but not on someone's property shall be considered a found item.
- When a found item is turned in, it shall be marked with the name of the person who found it and the date that it was found. It shall be placed in the lost-and-found box by the teacher. If it is not retrieved in three *Our Town* days, it shall become the possession of the person who found it.
- Anyone who loses an item should give the teacher a description of the item. The teacher will then check the lost-and-found box. If the item is there, it shall be returned to the person who lost it. Students shall not have direct access to the lost-and-found box.

House Codes

1. Each house may be no taller than _____ inches.
2. Each house may be no wider than _____ inches.
3. Each house may be no longer than _____ inches.
4. Each house must have 2 windows on either front or back and 1 window on each remaining side. Windows must have "glass" in them.
5. Each house must have at least 2 outer doors. Doors may not be on the same side of the house. Doors must be able to open and close.
6. Each house must fit completely on its land plot.

Weekly Citizen Responsibilities

Each week . . .

- ✔ All citizens of *Our Town* must purchase 2 hardware items and 12 food items (3 from each food group)
- ✔ All citizens of *Our Town* must pay taxes ($50)
- ✔ Citizens who own animals must purchase feed
- ✔ Citizens who do not own a car must pay a transportation fee ($100)

More practical tips on how to restructure learning communities . . .

Also by Lynn Stoddard

REDESIGNING EDUCATION

A Guide for Developing Human Greatness

by Lynn Stoddard

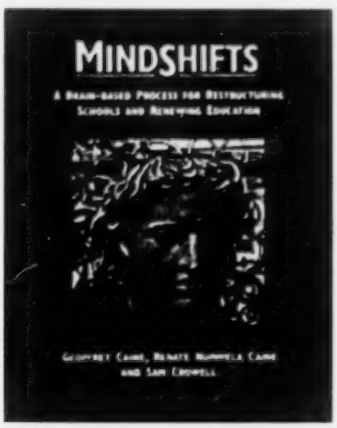
Teacher's resource

Use this framework to restructure your educational environment. You'll help children develop three dimensions of greatness—their individual talents, their powers of communication, and their creative minds.

Now includes 1 free poster!

104 pages, 7" x 9", softbound.

ZB27-W . . . $19



MINDSHIFTS

A Brain-Based Process for Restructuring Schools and Renewing Education

by Geoffrey Caine, Renate Nummela Caine, Sam Crowell

Teacher's resource

Get beyond teaching as crisis management by reconceptualizing the educational process.

Educators who are interested in meaningful learning will find this guidebook essential for presenting in-services, teaching education classes, and achieving self-education goals.

288 pages, 8 1/2" x 11", softbound.

ZB50-W . . . $30

CALL, WRITE, OR FAX FOR YOUR FREE CATALOG!

ORDER FORM ☎ Please include your phone number in case we have questions about your order.

Qty.	Item #	Title	Unit Price	Total
	ZB27-W	Redesigning Education	$19	
	ZB50-W	Mindshifts	$30	

Subtotal	
Sales Tax (AZ residents, 5%)	
S & H (10% of Subtotal)	
Total (U.S. Funds only)	

CANADA: add 22% for S& H and G.S.T.

Name _____

Address _____

City _____

State _____ Zip _____

Phone (_____) _____

Method of payment (check one):

❑ Check or Money Order ❑ Visa

❑ MasterCard ❑ Purchase Order attached

Credit Card No. _____

Expires _____

Signature _____

100% SATISFACTION GUARANTEE

Upon receiving your order you'll have 90 days of risk-free evaluation. If you are not 100% satisfied, return your order within 90 days for a 100% refund of the purchase price. No questions asked!

To order, write or call:

Zephyr Press

Reaching Their Highest Potential

P.O. Box 66006-W
Tucson, AZ 85728-6006
(520) 322-5090
FAX (520) 323-9402

Important!
Before March 19, 1995, dial area code 602
After March 19, 1995, dial area code 520

BEST COPY AVAILABLE

About the Author

Katherine Ruggieri-Vande Putte received her M. Ed. in elementary and gifted education. She has worked with gifted students for many years. She began her career in a one-room schoolhouse in Noti, Oregon, and has taught in districts throughout the Northwest. She is currently teaching first and second grade gifted students in Poulsbo, Washington.

About Our Town

Get students involved with an interactive simulation that teaches community cooperation skills. Students experience the impact of community issues by working together to create *Our Town*.

Zephyr Press

Reaching Their Highest Potential

ISBN 1-56976-011-X